

URBAN/MUNICIPAL

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1998

AGENDAS/MINUTES  
THE HAMILTON-WENTWORTH  
DISTRICT SCHOOL BOARD  
JAN. 5, 1998 ...







**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

NON/MUNICIPAL

**INAUGURAL MEETING - JANUARY 5, 1998**

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1998

**A G E N D A**

**7:30 P.M.**  
R. Mulholland

1. Call to Order
2. Opening Reading/Prayer
3. Approval of Minutes - December 17, 1997
4. Business Arising from Minutes
5. Approval of Agenda

**ACTION ITEMS:**

6. Process re Determination of Special Committee Representation
  7. OPSBA Representation
  8. Chairing of Committee of the Whole Board Sessions
  9. Chairman's Report
  10. OPSBA Report
- B. Wallace  
R. Mulholland  
R. Mulholland/  
R. Woodworth  
B. Wallace

**CORRESPONDENCE:** (Note: Trustees will need to determine items for referral to Committee)

11. EIC re Board Name
12. Dunbar Associates re Conflict of Interest Seminar
13. College of Teachers re Clarification
14. MET re Bill 160 Information Sessions
15. OPSTF Prov. (2) re Federation Dues/Programs
16. MET re Intervention for Child Witness Project Approval
17. Sudbury Board of Education re Support for OPSBA
18. Flamborough School Councils re Congratulations
19. OFSAA re Value of School Sports
20. SEVEC re Discontinuation of Program
21. EQAO re Appreciation
22. CUPE National re CUPE 1572 and 1344 Merger
23. City of Hamilton re Transport and Environment Committee Schedule
24. City of Hamilton re Levy Payments to Boards of Education
25. OTF re Fee Collection - Proclamation of Sections of Bill 160

**DISTRIBUTION:**

26. EIC News Release re Release of Report
27. Ministry of Labour Memo re Bill 136
28. OPSBA re Current and Retired Trustees Benefit Plan
29. EIC Memos re Designated School Boards
30. MET re Principal/Vice-Principal Consultation Process
31. OPSBA re Bill 160 Update/Parents' Donation
32. Public Questions of Clarification

**Future Meetings:**

DSB #21 Committee of the Whole Board -- January 8, 1998

8:00 p.m.







## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Open Session of the Organizational Meeting of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on December 17, 1997.

Those present:

Judith Bishop (arrived at 7:05 p.m.)

Heather Bullock

Janice Dewar

Wes Hicks

Eleanor Johnstone

Ray Mulholland

Lillian Orban

Laura Peddle

Joe Rogers

Bruce Wallace

Reg Woodworth

In attendance:

Allan A. Greenleaf, Director of Education and Secretary (Wentworth)

Merv Matier, Interim Director of Education and Secretary (Hamilton)

Pat Gillie, Superintendent of Administrative & Operational Services

Lucy Veerman, Acting Senior Financial Officer and Treasurer

Betty Bond, Superintendent of Program

Ken Bain, Interim Assistant Superintendent of Schools

Debbie Russon, Interim Superintendent of Human Resources

Stew Thompson, Assistant Superintendent of Schools

Krys Croxall, Superintendent of Schools

Don Grant, Comptroller of Finance & Treasurer

Ken Waters, Superintendent of Schools

Janice Tomlinson, Interim Assistant Superintendent of Program

Wayne Joudrie, Superintendent of Schools

Beth Shelswell, Board Liaison from the Education Improvement Commission

The meeting was called to order at 8:15 p.m. by Allan Greenleaf, Director-Designate. He indicated that trustees had met earlier tonight in In Camera session to consider and approve various organizational matters.

### ELECTION OF CHAIR:

W. HICKS NOMINATED RAY MULHOLLAND FOR THE POSITION OF CHAIR OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD.

RESOLUTION #97-1: IT WAS MOVED BY B. WALLACE, SECONDED BY L. ORBAN THAT NOMINATIONS BE CLOSED.

CARRIED.

The Director extended congratulations to Ray Mulholland on being the first Chair of The Hamilton-Wentworth District School Board.

### ELECTION OF VICE-CHAIR:

B. WALLACE NOMINATED REG WOODWORTH FOR THE POSITION OF VICE-CHAIR OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD.

RESOLUTION #97-2: IT WAS MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT NOMINATIONS BE CLOSED.



CARRIED.

R. Mulholland congratulated Reg Woodworth on his election as the first Vice-chair of The Hamilton-Wentworth District School Board.

OATH OF ALLEGIANCE/DECLARATION:

I. Gordon, Evans, Philp, was present to lead trustees in the Oath of Allegiance and Declaration.

APPROVAL OF AGENDA:

RESOLUTION #97-3: IT WAS MOVED BY J. ROGERS THAT THE AGENDA BE APPROVED AS DISTRIBUTED.

CARRIED.

RULES OF ORDER:

RESOLUTION #97-4: IT WAS MOVED BY L. ORBAN, SECONDED BY J. ROGERS THAT THE RULES OF ORDER BE APPROVED AS PRESENTED.

CARRIED.

OPERATING BY-LAWS:

(A) RESOLUTION #97-5: IT WAS MOVED BY E. BISHOP, SECONDED BY H. BULLOCK THAT THE SIGNING OFFICERS OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD (DSB #21) BE ONE OF THE CHAIR OR VICE-CHAIR AND ONE OF THE SECRETARY OR TREASURER.

CARRIED.

(B) RESOLUTION #97-6: IT WAS MOVED BY W. HICKS, SECONDED BY B. WALLACE THAT, IN ACCORDANCE WITH SECTION 245 OF THE EDUCATION ACT, THE CHAIR OR VICE-CHAIR AND TREASURER FOR THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD (DSB #21) BE EMPOWERED TO BORROW FUNDS.

CARRIED.

(C) RESOLUTION #97-7: IT WAS MOVED BY L. PEDDLE, SECONDED BY L. ORBAN THAT, IN ACCORDANCE WITH SECTION 171(1)(16) OF THE EDUCATION ACT, THE SIGNATURE OF THE TREASURER AND THE CHAIR BE MECHANICALLY REPRODUCED ON CHEQUES.

CARRIED.

(D) RESOLUTION #97-8: IT WAS MOVED BY E. JOHNSTONE, SECONDED BY J. DEWAR THAT, IN ACCORDANCE WITH SECTION 234(1) OF THE EDUCATION ACT, THE FIRMS OF DOANE RAYMOND CHARTERED ACCOUNTANTS AND MACGILLIVRAY PARTNERS CHARTERED ACCOUNTANTS JOINTLY BE APPOINTED AS AUDITORS FOR THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD (DSB #21) FOR THE EIGHT-MONTH PERIOD ENDING AUGUST 31, 1998.

CARRIED.

APPOINTMENT OF DIRECTOR AND SECRETARY:

RESOLUTION #97-9: IT WAS MOVED BY B. WALLACE, SECONDED BY J. ROGERS THAT ALLAN A. GREENLEAF BE APPOINTED TO THE POSITION OF DIRECTOR OF EDUCATION AND SECRETARY AND TREASURER OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD (DSB #21) EFFECTIVE JANUARY 1, 1998.

CARRIED, 1 OPPOSED.



DETERMINATION OF HEAD OFFICE:

RESOLUTION #97-10: IT WAS MOVED BY E. JOHNSTONE, SECONDED BY L. ORBAN THAT THE HEAD OFFICE FOR THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD (DSB #21) BE LOCATED AT 100 MAIN STREET WEST, HAMILTON.

CARRIED.

INTERIM BANKING ARRANGEMENTS:

RESOLUTION #97-11: IT WAS MOVED BY J. DEWAR, SECONDED BY H. BULLOCK THAT THE PRESENT BANKING ARRANGEMENTS UTILIZED BY BOTH BOARDS REMAIN IN PLACE DURING THE INTERIM PERIOD ENDING AUGUST 31, 1998.

CARRIED.

SENIOR ADMINISTRATIVE STRUCTURE:

(A) RESOLUTION #97-12: IT WAS MOVED BY J. DEWAR, SECONDED BY E. JOHNSTONE THAT THE INITIAL SENIOR ADMINISTRATIVE STRUCTURE FOR THE NEW BOARD CONSIST OF THIRTEEN POSITIONS, INCLUSIVE OF THE DIRECTOR OF EDUCATION AND TREASURER AND SENIOR BUSINESS OFFICIAL.

CARRIED.

(B) RESOLUTION #97-13: IT WAS MOVED BY B. WALLACE, SECONDED BY L. ORBAN THAT, AT THE PRESENT TIME, THERE BE NO POSITION OF ASSOCIATE/DEPUTY DIRECTOR IN THE SENIOR ADMINISTRATIVE STRUCTURE FOR THE NEW BOARD.

CARRIED, 2 OPPOSED.

(C) RESOLUTION #97-14: IT WAS MOVED BY L. ORBAN, SECONDED BY L. PEDDLE THAT MERV MATIER BE APPOINTED TO THE INTERIM POSITION OF SUPERINTENDENT OF TRANSITIONAL SERVICES FOR THE YEAR ENDING DECEMBER 31, 1998 OR SUCH OTHER TIME AS THE BOARD MAY DETERMINE, SUBJECT TO REVIEW, AND THAT THIS POSITION BE ONE OF THE THIRTEEN POSITIONS OF THE INITIAL SENIOR ADMINISTRATIVE STRUCTURE.

CARRIED.

(D) RESOLUTION #97-15: IT WAS MOVED BY R. WOODWORTH, SECONDED BY B. WALLACE THAT THERE WILL BE A FURTHER DOWNSIZING OF THE SENIOR ADMINISTRATIVE STRUCTURE THROUGH ATTRITION, IF NECESSARY.

Concern was expressed about this motion and the requirement to further reduce senior administrative numbers. The Chair clarified that the EIC had specifically requested that this motion be approved. However, it was suggested that the Board should have leeway in the matter. It was indicated that timelines had not been included in the motion. One trustee clarified that if the motion was amended, EIC would have to be approached because it had been the EIC's expectation that a further downsizing of the senior administrative structure would occur.

To the motion, **CARRIED.**

The Director stated that several actions with respect to the senior administrative structure had been reviewed during the In Camera session of the meeting.

(E) RESOLUTION #97-16: IT WAS MOVED BY J. BISHOP, SECONDED BY H. BULLOCK:

- (I) THAT A CONSISTENT PROCESS FOR DEALING WITH STAFFING ASSIGNMENTS BE DEVELOPED BY SENIOR ADMINISTRATION;
- (II) THAT THE INTERIM APPOINTMENTS BE EXTENDED, IN ACCORDANCE



- WITH EIC APPROVAL (SEE ATTACHED), UNTIL JUNE 30, 1998, OR SUCH OTHER DATE AS THE BOARD MAY DETERMINE;
- (III) THAT EXISTING SCHOOL SUPERVISION ASSIGNMENTS BE MAINTAINED UNTIL JUNE 30, 1998, OR SUCH OTHER DATE AS THE BOARD MAY DETERMINE;
- (IV) THAT A SUPERVISORY OFFICER WITHIN THE EXISTING SENIOR ADMINISTRATIVE COMPLEMENT BE TRANSFERRED TO THE POSITION OF SUPERINTENDENT OF SCHOOLS - MOUNTAIN, AND THAT THE RESULTING VACANCY BE POSTED.

It was noted that the inclusion of "or such other date as the Board may determine" provided the Board with leeway in terminating the positions at an earlier date. In response to questions, the Director indicated that no discussion had occurred with the individuals about salaries. The Chair added that superintendents were appointed as supervisory officers and that only their assignments would be revised.

To the motion, CARRIED.

TRUSTEE HONORARIA:

- (A) RESOLUTION #97-17: IT WAS MOVED BY L. ORBAN, SECONDED BY L. PEDDLE THAT THE HONORARIUM FOR TRUSTEES BE \$5,000 PER TRUSTEE.  
CARRIED.
- (B) RESOLUTION #97-18: IT WAS MOVED BY R. WOODWORTH, SECONDED BY J. ROGERS THAT THE ADDITIONAL HONORARIUM FOR THE CHAIR BE 100% OF THE APPROVED TRUSTEE HONORARIUM.  
CARRIED.
- (C) RESOLUTION #97-19: IT WAS MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT THE ADDITIONAL HONORARIUM FOR THE VICE-CHAIR BE 50% OF THE APPROVED TRUSTEE HONORARIUM.  
CARRIED.
- (D) RESOLUTION #97-20: IT WAS MOVED BY W. HICKS, SECONDED BY J. BISHOP THAT THE MUNICIPAL ACT REQUIREMENTS BE FOLLOWED WITH RESPECT TO TAX EXEMPTION STATUS IN THE CALCULATION OF TRUSTEE HONORARIA/EXPENSE REIMBURSEMENT.  
CARRIED.

Discussion ensued about the effective date of trustee honorarium after one trustee suggested that honorarium payment commence today since the trustees had now taken their Oath and Declaration. However, another trustee pointed out that many of the Board members still represented the predecessor Boards and were receiving honoraria from that source until December 31, 1997.

- (E) RESOLUTION #97-21: IT WAS MOVED BY B. WALLACE, SECONDED BY J. BISHOP THAT THE HONORARIUM FOR TRUSTEES NOT MEMBERS OF PREDECESSOR BOARDS TAKE EFFECT DECEMBER 17, 1997.  
CARRIED.

CONFIRMATION OF FIRST BOARD MEETING DATE:

RESOLUTION #97-22: IT WAS MOVED BY J. ROGERS, SECONDED BY E. JOHNSTONE THAT THE FIRST MEETING OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD BE HELD ON JANUARY 5, 1998, WITH BUSINESS BEING CONDUCTED AT 7:00 AND THE INAUGURAL CEREMONIES COMMENCING AT 8:00 P.M.



**CARRIED.**

One trustee requested a Point of Order, noting that the count for each vote should include the number of trustees in favour, opposed, abstaining with respect to any motion, as contained in the Rules of Order. The Chair apologized and expressed appreciation for the reminder.

**TRUSTEE EXPENSES:**

The Director stated that the applicable policies from the two predecessor Boards regarding trustee expenses had been distributed for information. It was noted that MacGillivray Partners - Chartered Accountants had recommended that all expenses be based on reimbursement rather than allowance. However, one trustee felt that an allowance was a much better process, because there was no need to process receipts.

IT WAS MOVED BY R. WOODWORTH, SECONDED BY H. BULLOCK THAT THE WENTWORTH COUNTY BOARD OF EDUCATION'S TRAVEL ALLOWANCE POLICY BE ADOPTED FOR USE BY THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD.

It was clarified that an expense form was available for completion by trustees. In response to questions, it was indicated that Policy 7.03 addressed the actual expenses and that Policy 10.1.08 addressed the reimbursement rate. In any event, one trustee expressed concern about approving such action before detailed discussion could occur.

**RESOLUTION #97-23:** IT WAS MOVED BY J. BISHOP, SECONDED BY B. WALLACE THAT THE FOLLOWING MOTION BE TABLED TO THE JANUARY 8TH COMMITTEE OF THE WHOLE BOARD MEETING:

IT WAS MOVED BY R. WOODWORTH, SECONDED BY H. BULLOCK THAT THE WENTWORTH COUNTY BOARD OF EDUCATION'S TRAVEL ALLOWANCE POLICY BE ADOPTED FOR USE BY THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD.

Speaking in support of the tabling motion, it was indicated that neither former Hamilton Board or new trustees had had an opportunity to review the documents.

To the tabling motion, **CARRIED UNANIMOUSLY.**

**ANY OTHER BUSINESS:**

Nil.

**ADJOURNMENT:**

**RESOLUTION #97-24:** IT WAS MOVED BY J. ROGERS THAT THE MEETING ADJOURN, THIS BEING DONE AT 9:10 P.M.

**CARRIED UNANIMOUSLY.**







*ACTION ITEMS*







# ***THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD***

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

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1998 01 02

To the Chairman and Members  
Hamilton-Wentworth District School Board

Ladies and Gentlemen:

As trustees are aware, the only standing committee of the Board struck so far is Committee-of-the-Whole Board. Although other standing committees may be created shortly, attached to this memorandum is a combined listing of the special committee assignments which have traditionally existed in the previous organizations.

Given the fact that there are now six municipalities within the Board's jurisdiction, it may be that specific trustee appointment to the City of Hamilton Committees are no longer appropriate.

The Committee designation issue will be determined at the January 8th Committee of the Whole meeting. In the meantime, trustees are requested to consider the listing and be prepared to indicate personal willingness to serve on any of the special committees to which assignments are to be continued.



Allan A. Greenleaf  
Director of Education  
and Secretary-Treasurer



*THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD*

SPECIAL COMMITTEE REPRESENTATION

CO-OPERATIVE EDUCATION ADVISORY COUNCIL (1) (W)

(Meets 4 times per year - luncheons)

EMPLOYEE ASSISTANCE PROGRAM (1) (W)

(Meets once a month)

JOINT ADVISORY COMMITTEE (Maximum 4) (W)

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION (W/H)

(Meets 4 times per year Fri./Sat.)

Delegate (1)

Alternate (1)

Bruce Wallace/Ray Mulholland  
Heather Bullock/ Judith Bishop

SCHOOL TRANSPORTATION SAFETY COMMITTEE (W)

(Meets once a month or call of Chair)

SALARY COMMITTEE (5) (W/H)

SPECIAL EDUCATION ADVISORY COMMITTEE (3) (W/H)

(Meeting dates to be determined.)

S.A.L.E.P. (5) (W/H)

(Meets during the day as required)

JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE (2) (W)

WENTWORTH COUNTY HOME & SCHOOL ASSOCIATION (1) (W)

HAMILTON HOME & SCHOOL ASSOCIATION (1) (H)

STAFF DEVELOPMENT COMMITTEE (1) (W)

CITY OF HAMILTON (H)

Parks and Recreation Committee of City Council (2)

Planning and Development Committee of City Council (1)

Transport and Environment Committee of City Council (1)

HAMILTON SAFETY COUNCIL (H)

(1 staff member)

UMBRELLA BOARD OF FAMILY AND CHILD CARE CENTRES (H)

(2 trustee representatives and 2 staff members)

**Note:** Other responsibilities will be distributed on an ad hoc basis, i.e. Hay Evaluation Committee, Committee of Review, Interview Teams, etc.



LYNN PETERSON  
President

GAIL ANDERSON  
Executive Director



## Ontario Public School Boards' Association

439 University Avenue, 18th Floor, Toronto, Ontario M5G 1Y8  
Telephone: (416) 340-2540 • Fax: (416) 340-7571  
e-mail: admin@opsba.org • http://www.opsba.org



### ACTION REQUESTED

To: **MEMBER BOARD LEIC CHAIRS AND COORDINATORS**  
CC: CHAIRS, DIRECTORS OF EDUCATION AND TRUSTEES OF  
DISTRICT SCHOOL BOARDS/SCHOOL AUTHORITIES

FROM: Lynn Peterson, President/Gail Anderson, Executive Director

Date: December 12, 1997

RE: **CHANGES TO OPSBA POLITICAL STRUCTURE**  
**APPOINTMENTS TO OPSBA - SPECIAL GENERAL MEETING**

With the establishment of the new district school board system, OPSBA is making a number of changes to its political structure. The Constitutional amendments required to adopt these changes were approved by the OPSBA's Board of Directors in October 1997 and will be confirmed at the Special General meeting of the membership in January. The meeting is being held on Friday, January 30, 1998 beginning at 1:15 p.m. at the Sheraton Centre Hotel, Toronto, Ontario, in conjunction with OPSBA's Public Education Symposium.

As a result of these political changes, there are a number of actions required by the new district school boards to facilitate the Special General meeting and for future operation of OPSBA. Please refer the attached information to your district school board's inaugural and/or organizational meeting for consideration. Once the district board has made its appointments to OPSBA, please complete the attached Action Sheet and return it as soon as possible to Maggie McFadzen, Executive Assistant at the OPSBA Office. If you have any questions, please call Maggie or Gail Anderson, Executive Director.

The following information is being requested - refer to the attached action sheet and background information for complete details:

1. Name, if decided and identification number of district school board/school authority





2. Estimated student enrolment (FTE) of district school board/school authority as of January 1, 1998
3. Name of Voting Delegate and Alternate to the OPSBA Special General meeting (Note: additional information will be provided at a later date)
4. Name of Voting Delegate/Alternate Delegate to your board's Regional Council
5. Name of Trustee(s) and Alternate Trustee(s) to be appointed by your board to the OPSBA Board of Directors
6. Confirmation of your board's assignment to a Region

Also included in this package are information materials and nomination forms for the election of OPSBA's Executive Officers, Regional Vice Presidents and Vice Chairs, and appointments to Core Issue Work Groups. Please circulate these materials to all trustees. Elections will be held during the Special General Meeting and Regional meetings on Friday, January 30, 1998.

We appreciate your assistance with this process in such a limited time period. We look forward to seeing your board's trustees board staff at the upcoming Special General Meeting and Public Education Symposium next month.

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Attachments:

1. Action Sheet (to be returned to OPSBA)
2. Background Information - New Political Structure
3. Appendix A - Constitutional Amendments and Constitution and By-Laws (as amended in June, 1997)
4. Appendix B - Proposed Regional Assignments
5. Appendix C - Election Information and Nomination Form



ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

ACTION SHEET

SPECIAL GENERAL MEETING, JANUARY, 1998

1. NUMBER/NAME (if decided) DISTRICT SCHOOL BOARD/SCHOOL AUTHORITY

\_\_\_\_\_

2. ESTIMATED ENROLMENT - FULL TIME EQUIVALENTS - OF DISTRICT SCHOOL BOARD/SCHOOL AUTHORITY (required for determining voting rights - English language DSBs please do not include French first language students)

\_\_\_\_\_

3. NAME OF VOTING DELEGATE AND ALTERNATE DELEGATE TO THE SPECIAL GENERAL MEETING (January 30, 1998)

Delegate \_\_\_\_\_ Alternate \_\_\_\_\_

4. NAME OF BOARD VOTING DELEGATE AND ALTERNATE TO REGIONAL COUNCIL (does not have to be the same as general meeting voting delegate)

Delegate \_\_\_\_\_ Alternate \_\_\_\_\_

5. NAME OF TRUSTEE AND ALTERNATE TRUSTEE TO BE APPOINTED TO THE OPSBA BOARD OF DIRECTORS (District School Boards Only)

Director \_\_\_\_\_ Alternate \_\_\_\_\_

FOR BOARDS WITH STUDENT ENROLMENTS BETWEEN 70,000 AND 199,000

Second Director \_\_\_\_\_ Alternate (if any) \_\_\_\_\_

FOR BOARDS WITH STUDENT ENROLMENT IN EXCESS OF 199,000

Third Director \_\_\_\_\_ Alternate (if any) \_\_\_\_\_

6. CONFIRMATION OF BOARD ASSIGNMENT TO REGIONAL COUNCIL (see attached information - Boards can elect to be assigned to a different Regional Council on request)

Regional Council Assignment \_\_\_\_\_





## Ontario Public School Boards' Association

**BACKGROUND INFORMATION  
CHANGES TO OPSBA POLITICAL STRUCTURE  
AND SPECIAL GENERAL MEETING  
JANUARY, 1998**

**A) Amendments to the OPSBA Constitution and By-Laws**

A number of changes to the political structure of OPSBA endorsed at the June, 1997 Annual General Meeting which required changes to the constitution and by-laws have been approved by the Board of Directors for confirmation by the membership at the Special General Meeting. As a result of these necessary political structural changes, appointments to OPSBA (delegates for the January Special General Meeting, OPSBA Board of Directors and Regional Councils) by member boards have been requested. The constitutional amendment package, which will be considered at the Special General Meeting is included as Appendix A. Actions required by member boards are noted below with reference to the Action Sheet to be completed and returned to OPSBA.

Among the changes are:

1. **Appointments to the OPSBA Board of Directors (See Action Sheet # 5)**
  - ◆ permitting each new district school board to appoint at least one director and an alternate director to the OPSBA Board of Directors. Boards with student enrolments between 70,000 and 199,000 students will be entitled to appoint two Directors, those with enrolments of 200,000 students or more will be entitled to appoint three Directors to the Board of Directors
  - ◆ The group of school authorities will be entitled to elect one director and one alternate director to the new Board of Directors
2. **Reorganization of OPSBA Regions/Regional Councils (See Action Sheet # 6 and proposals for Regional Assignments - Appendix B)**
  - ◆ reorganization of the current six OPSBA Regions into five Regions to reflect the fewer number of school boards in the province, but still retain the Regional Council for local level input and interaction
3. **Executive Officer Position Name Changes**
  - ◆ replacing the Executive Vice President and Treasurer positions with the positions of First and Second Vice President of the Association
4. **Nominations and Elections of Executive Officers/Regional Vice Presidents and Regional Vice Chairs/Appointments to Core Issue Work Groups (See Nomination Forms and Election Background Information - Appendix C)**
  - ◆ Executive Officers positions (President and First and Second Vice Presidents) will be elected at large from all boards in the province



- ◆ Regional Vice Presidents will be elected at large from each Region
- ◆ Regional Vice Chairs will be elected in each Region from the directors appointed by the member boards in the Region
- ◆ each Region will appoint one trustee member and one alternate member to each of the three Core Issue Work Groups (established at the AGM in June, 1997) - Program Transition Team, Transition Services Team, Policy Development Legislative Response Team

## **B) Special General Meeting**

A Special General Meeting of the Ontario Public School Boards Association will be held on **Friday, January 30, 1998 beginning at 1:15 p.m.** at the Sheraton Centre Hotel, Toronto, Ontario. This Special General Meeting is being held in conjunction with OPSBA's Public Education Symposium

Each new district school board/school authority is entitled to send one voting delegate to this meeting. Each board may also name an alternate delegate. All trustees are welcome to attend the meeting (see details below).

The purpose of the meeting is to:

1. confirm constitutional amendments adopted by the Board of Directors in October, 1997
2. confirm an additional amendment to provide for a proportional or weighted voting structure for annual and general meetings of the association (to be forwarded as soon as developed)
3. elect Executive Officers (President, First and Second Vice Presidents)
4. hold Regional Meetings to elect Regional Vice Presidents, appoint members to the Board of Directors, elect Regional Vice Chairs, and appoint regional representatives to Core Issue Work Groups
5. hold a meeting of School Authorities representatives (isolate boards) to elect a member and an alternate to the Board of Directors
6. adopt a new membership fee formula
7. conduct any other business as required.

### **1. Constitutional Amendments**

Copies of the amendments (and a summary of the key changes) adopted at the October, 1997 Board of Directors meeting and referred to the Special General Meeting for confirmation are attached as Appendix A for your information. A copy of the Constitution and By-Laws, as amended in June, 1997 is also provided.

### **2. Weighted Voting Amendment**

An additional constitutional amendment to institute a "weighted" voting structure for all annual and general meetings of the association will be considered at a special

meeting of the 1997 Board of Directors on January 29, and referred to the Special General Meeting for confirmation. Current constitutional provisions - one board, one vote - will be used to vote on this proposed amendment. If it is confirmed by the membership, it will take effect immediately and be used for voting on the balance of the Special General Meeting agenda items. The amendment is being developed and will be forwarded to you as soon as it is available. (Note: additional information on the voting process will be forwarded to the membership with the proposed amendment.)

### **3. Election of Executive Officers**

The membership will elect the Executive Officers of the Association - President, First and Second Vice Presidents - to serve for the period January 30, 1998 to June, 1998. Nomination forms and information are included with this memo (Appendix C) for distribution to interested candidates and all trustees.

### **4. Regional Meetings and Elections**

Regional meetings will also be held to:

- a) elect five (5) Regional Vice Presidents - please note that the OPSBA Regions have been reorganized to include five regions - North, East, West, Central East, Central West. The Board of Directors will assign member boards to the Regions (see Appendix B)
- b) appoint members to the new OPSBA Board of Directors (from one to three directors for each district school board, depending on enrolment)
- c) elect Regional Vice Chairs (from the directors appointed by the member boards in the Region); and
- d) appoint members and alternates to the three Core Issue Work Groups (Policy Development/Legislative Response Team, Transition Services Team, Program Transition Team).

### **5. School Authorities Meeting**

The group of School Authorities will meet during the Special General Meeting to elect one trustee and one alternate trustee to the OPSBA Board of Directors. The representation of School Authorities on the OPSBA Board is part of the constitutional amendment package to be confirmed at the Special General meeting. Additional information will be provided to School Authorities shortly.

### **6. New Membership Fee Formula**

At its meeting in October, 1997, the OPSBA board of Directors referred a new membership fee formula back to staff for additional consideration, and directed that it be brought forward for adoption at the Special General Meeting in January. The formula is designed to calculate membership fees based on student enrolment. A copy of the form and models to show it will be applied will be provided as soon as they are available.



**C) Enrolment Request (See Action Sheet # 2)**

In order to determine the number of directors each board is entitled to appoint and to finalize the proposed amendment to the constitution to establish a weighted voting structure for annual and special general meetings, we also need to collect an estimate of your district school board's enrolment (expressed in full time equivalents).

Your assistance in providing the information requested on the attached Action Sheet as soon as possible is appreciated. If you have any questions, please call us.

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Ontario Public School Boards' Association

**KEY CHANGES TO THE OPSBA CONSTITUTION AND BY-LAWS  
JANUARY, 1998**

1. Definition of "member board" (new Ministry terminology)
2. Establishment of five Regions (previously six)
3. Re-naming of Executive Officers (First and Second Vice Presidents, no Treasurer)
4. Each member board entitled to appoint one to three Directors and Alternate Directors to the OPSBA Board of Directors, based on the student enrolment of the district school board
5. School Authorities (Isolate Boards) choosing, by election, one Director and one Alternate Director to represent their interests on the OPSBA Board of Directors
6. Changes in quorum for Board of Directors meetings (not less than 2/5ths of total), Executive Council (five) and Work Groups (three)
7. Changes in the number of "required meetings" for the Board of Directors (at least three, rather than four)
8. Provisions for the replacement of Executive Officers and Directors in case of vacancies
9. Change in FTE calculation date (from September 30 to October 31st) to reflect Ministry count date changes)
10. Election of Regional Vice Chairs from Directors appointed by member boards in each Region
11. Deletion of section naming representatives to OSTC
12. A number of changes to replace "interim" provisions adopted in June, 1997 to permit OPSBA to operate under the *Corporations Act* in the interim period to the Special General Meeting





**PROPOSED RESOLUTIONS TO ENACT CONSTITUTIONAL CHANGES**  
**SPECIAL GENERAL MEETING, JANUARY 30, 1998**

**WHEREAS** legislation has been enacted to reduce the number of school boards in Ontario by dissolving certain school boards and incorporating new school boards (the "New School Boards");

**AND WHEREAS** certain amendments to the Constitution were passed at the Annual General Meeting of the Association held on June 13 and June 14, 1997, in order to provide for the governance of the Association until the incorporation of the New School Boards;

**AND WHEREAS** the New School Boards will be incorporated with effect from January 1, 1998;

**AND WHEREAS** following the incorporation of the New School Boards, it is desirable to hold a General Meeting of the Association to consider certain constitutional amendments and to hold an election to elect or appoint a new Board of Directors and to elect Officers of the Association;

**RESOLVED THAT** the Constitution of the Association, being by-laws No. 5 be amended as follows:

1. Section 3.02 shall be amended and replaced with the following:

*"Member Board.* A "Member Board" is defined as any English language public district school board, French language public district school board or school authority which is admitted as a Member Board by the Board of Directors. Member Boards must pay the appropriate annual fees by the 31st of December each year. Member Boards are assigned to a Region in accordance with Section 7.02. Each new Member Board shall be assigned to a Region by the Board of Directors."

2. Section 5.02 shall be amended by deleting the date "March 31" in the first sentence of the Section and substituting therefore the date "December 31". The sentence shall now read:

*"All membership fees shall be due on December 31 of each year or on such earlier date specified by the Board of Directors".*

3. Section 5.04 shall be amended by deleting the date "31st day of March" and substituting therefore the date "January 15". The section shall now read:

*"Any Member Board or Associate Member which has not paid the annual Association fees by January 15 in any year shall immediately cease to be a Member and may be readmitted to membership only with approval of the Board of Directors".*



4. Section 7.02 shall be deleted and replaced with the following:

*"Five Regions shall be established as follows:*

- (a) **North, which shall be divided into two sub-regions.**
  - (i) *North Sub Region East*
  - (ii) *North Sub Region West*
- (b) **West**
- (c) **East**
- (d) **Central East**
- (e) **Central West**

5. Section 7.03 shall be amended by inserting the words "and appointing" in the second sentence following the words "of electing" so that the sentence reads:

*"The Member Boards of a Regional Council may hold such meetings as are deemed necessary for the purposes of the Regional Council but there shall be no fewer than two such meetings per year, one of which shall occur at or about the time of the Annual General Meeting for the purpose of electing and appointing Directors pursuant to Article 9."*

6. Section 8.01 shall be deleted and replaced with the following:

*"The affairs of the Association shall be managed and supervised by a Board of Directors composed of the President, the First Vice-President, the Second Vice-President, the Past President, the five Regional Vice-Presidents and the number of Directors appointed or elected in accordance with the provisions of Article 9. The following matters shall be the sole responsibility of the Board of Directors: submission to the Member Boards of any matter or questions requiring the approval of the Member Boards; the filling of vacancies in the Board of Directors or in the office of auditor between Annual General Meetings, the appointment or removal of the President, First Vice-President, Second Vice-President and the Executive Director, the approval of budgets and financial statements; the amendments of the By-laws of the Association; the approval of the establishment of Core Issue Work Groups or the granting of Honorary Life Membership. Emphasis will placed on political direction. Save for the President, First Vice-President, Second Vice-President and Past President, the Directors shall be selected by the Regional Councils. One Trustee elected by each Regional Council shall be the Chair of the Regional Council and Vice-President of the Association. One Director elected by each Regional Council shall be the Vice-Chair of that Regional Council."*

7. Section 8.02 shall be deleted and replaced with the following:

*"Each Director shall be a Trustee. The term of office for each Director shall be one year, commencing immediately after the Annual General Meeting at which the Director is appointed or elected. Directors shall be eligible for re-appointment or re-election. If at any time during a Director's term that Director ceases to be a Trustee, or if the Member Board of which the Director is a Trustee ceases to be a member of the Association, the Director shall forthwith cease to be a Director."*

8. Section 8.03 shall be deleted and replaced with the following:

*"In the event a Director cannot attend a meeting of the Board of Directors, an Alternate may attend and vote in that Director's place. A quorum of the Board of Directors shall be not less than two-fifths of the Board of Directors."*

9. Section 8.04 shall be amended to provide that Board of Directors meetings shall be held at least three times annually. The Section shall now read:

*"Board of Directors' meetings shall be held on a regular basis, at least three times annually, and at such other times at the call of the President or on the written request of ten Directors."*

10. Subsection 8.06(ii) shall be amended by deleting the words "Executive Vice-President or Treasurer" and substituting therefore the words "First Vice-President and Second Vice-President" so that the subsection reads:

*"In the case of a vacancy in the position of President, First Vice-President or Second Vice-President, a replacement shall be elected by the Member Boards, in accordance with the provisions of section 8.07."*

11. Subsection 8.06(iii) shall be amended by adding the words "Regional Vice-Chair or Regional" before the words "Vice-President" and by deleting the words "or of a Director elected to represent a Regional Council or a sub-region" and the words "sub-region" so that the Subsection reads:

*"in the case of a vacancy in the position of Regional Vice-Chair or Regional Vice-President elected to represent a Regional Council, a replacement shall be elected by the Member Boards in such Regional Council, either at a meeting convened for such purposes or in such other manner as may be adopted in accordance with the procedures set out in Article 9;"*

12. Subsection 8.06(iv) shall be amended by deleting the subsection and replacing it with the following:

*"in the case of a vacancy in the position of a Director appointed by a Member Board, a replacement shall be appointed by that Member Board; and"*

13. The first sentence of Section 9.01 shall be deleted and replaced with the following:

*"Each Member Board shall be entitled to appoint one Trustee to the Board of Directors. Each Member Board which has a pupil enrolment between 70,000 to 199,999 pupils shall be entitled to appoint an additional Trustee from that Member Board to the Board of Directors. Each Member Board which has a pupil enrolment of more than 200,000 pupils shall be entitled to appoint a further additional Trustee from that Member Board to the Board of Directors."*

14. The second sentence of Section 9.01 shall be amended by deleting the date "September 30" and substituting therefor the date "October 31" so that the sentence reads:

*"For the purpose of such calculation, "pupil enrolment" means full time equivalent pupil enrolment of all pupils enrolled in grantable programs, as of the immediately preceding October 31."*



15. The third last sentence of Section 9.01 shall be amended by deleting the word "a" following the word "grant" and by substituting therefor the words "an additional or additional" so that the sentence now reads:

*"The Executive Director of the Association shall be responsible for determining the pupil enrolment of each Member Board and of the Association as a whole and shall certify, no later than one month prior to the Annual General Meeting, those Member Boards entitled to appoint an additional Trustee or additional Trustees to the Board of Directors."*

16. Section 9.02 shall be deleted and replaced with the following:

*"At the Annual General Meeting of the Association, each Regional Council shall meet separately to elect a Trustee of one of the Member Boards of that Regional Council as Regional Vice-President and as Director of the Association. The Regional Vice-President shall be a member of the Executive Council."*

*At the Annual General Meeting of the Association, one Trustee from each Member Board in each Region also shall be appointed by each Member Board as a Director, and in the case of Member Boards entitled to appoint an additional Trustee or additional Trustees to the Board of Directors, an additional Trustee or additional Trustees shall be appointed as Directors from such Member Boards."*

*At the Annual General Meeting of the Association, each Regional Council shall elect a Trustee of one of the Member Boards forming part of that Regional Council, who has already been appointed as a Director by a Member Board to Regional Council, as Vice Chair of the Regional Council. The Regional Vice-Chairs of the Association shall serve as alternates to the Regional Chairs on the Executive Council."*

17. Section 9.03 shall be deleted and replaced with the following:

*"At the Annual General Meeting of the Association, the group of school authorities shall meet separately to elect its representative to the Board of Directors. The group of school authorities shall be entitled to elect a Trustee of one of the school authorities to the Board of Directors."*

18. Section 9.04 shall be deleted

19. Section 9.05 shall be deleted and replaced with the following:

*"Each Member Board which is entitled to appoint a Director pursuant to Section 9.01 may also appoint a Trustee to act as an Alternate representative to the Board of Directors in the absence of the Director. Alternates shall have all of the rights of the Directors they represent, including the right to vote."*

20. Section 9.06 shall be amended by deleting the second, third and fourth sentences so that the Section reads:

*"The Chair of each Regional Council shall advise the President in writing, immediately following the meeting at which the Directors and Alternates are chosen, of the names of the Directors and Alternates and the Member Boards they represent."*

21. Section 9.07 shall be deleted.

22. Section 10.01 shall be deleted and replaced with the following:

*"The Officers of the Association shall consist of the Past President, the President, the First Vice-President, the Second Vice-President, the five Regional Vice-Presidents and the Secretary who shall be the Executive Director."*

23. Section 10.02 shall be deleted and replaced with the following:

*"At the Annual General Meeting of the Association, an election shall be held to elect a Trustee to each of the following offices:*

- 1. President*
- 2. First Vice-President*
- 3. Second Vice-President*

*Every Delegate who attends the Annual General Meeting shall be entitled to vote in the election of the President, First Vice-President and Second Vice-President.*

24. Section 10.03 shall be deleted and replaced with the following:

*"Each Officer (other than the Secretary) shall be a Trustee. If at any time during an elected Officer's term the Officer ceases to be a Trustee, or the Member Board of which the Officer is a Trustee ceases to be a member of the Association, such office shall be deemed to be vacant and the provisions of Section 8.06 shall apply."*

25. Section 10.05 shall be deleted.

26. Section 11.02 shall be deleted and replaced with the following:

*"In the absence of the President, the President's duties shall devolve upon the First Vice-President."*

27. Section 13.01 shall be deleted and replaced with the following:

*"The Executive Council shall consist of the Past President, the President, the First Vice-President, the Second Vice-President and the five Regional Vice-Presidents. The First Vice-President shall Chair the Executive Council. Five Executive Council members shall constitute a quorum."*

28. Section 13.02 shall be amended by deleting the words "Executive Vice-President, Treasurer" and substituting therefore the words "First Vice-President, Second Vice-President".

29. Section 13.04 shall be amended by deleting the words "Executive Vice-President" and substituting therefore the words "First Vice-President".

30. Section 13.05 shall be deleted and replaced with the following

*"In the event that a Regional Vice-President cannot attend a meeting of the Executive Council, the Vice Chair of the Regional Council represented by the Regional Vice-President, may attend and vote in that Regional Vice-President's place."*

31. Section 14.03 shall be amended by adding the words "appointment and" in the first sentence before the word election so the sentence reads:

*"The Delegates of each Regional Council shall at the time of the appointment and election of Directors appoint a trustee from such Regional Council who is not a Director to be a member of each Core Issue Work Group."*



32. Section 14.04 shall be amended by adding the words "appointment and" to the section before the word election so the section reads:

*"The Delegates of each Regional Council may at the time of the appointment and election of Directors appoint a trustee to act as an alternate member of each of the Core Issue Work Group in the absence of the appointed member."*

33. Section 14.05 shall be amended to provide that the quorum for meetings of the Core Issue Work Groups shall be three members. The section shall now read:

*"The quorum for any meeting of each Core Issue Work Group shall be three members."*

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## **ACTION REQUESTED**

To: **MEMBER BOARD LEIC CHAIRS AND COORDINATORS**  
CC: CHAIRS, DIRECTORS OF EDUCATION AND TRUSTEES OF  
DISTRICT SCHOOL BOARDS/SCHOOL AUTHORITIES

FROM: Lynn Peterson, President/Gail Anderson, Executive Director

Date: December 12, 1997

RE: **CHANGES TO OPSBA POLITICAL STRUCTURE**  
**APPOINTMENTS TO OPSBA - SPECIAL GENERAL MEETING**

With the establishment of the new district school board system, OPSBA is making a number of changes to its political structure. The Constitutional amendments required to adopt these changes were approved by the OPSBA's Board of Directors in October 1997 and will be confirmed at the Special General meeting of the membership in January. The meeting is being held on Friday, January 30, 1998 beginning at 1:15 p.m. at the Sheraton Centre Hotel, Toronto, Ontario, in conjunction with OPSBA's Public Education Symposium.

As a result of these political changes, there are a number of actions required by the new district school boards to facilitate the Special General meeting and for future operation of OPSBA. Please refer the attached information to your district school board's inaugural and/or organizational meeting for consideration. Once the district board has made its appointments to OPSBA, please complete the attached Action Sheet and return it as soon as possible to Maggie McFadzen, Executive Assistant at the OPSBA Office. If you have any questions, please call Maggie or Gail Anderson, Executive Director.

The following information is being requested - refer to the attached action sheet and background information for complete details:

1. Name, if decided and identification number of district school board/school authority



2. Estimated student enrolment (FTE) of district school board/school authority as of January 1, 1998
3. Name of Voting Delegate and Alternate to the OPSBA Special General meeting (Note: additional information will be provided at a later date)
4. Name of Voting Delegate/Alternate Delegate to your board's Regional Council
5. Name of Trustee(s) and Alternate Trustee(s) to be appointed by your board to the OPSBA Board of Directors
6. Confirmation of your board's assignment to a Region

Also included in this package are information materials and nomination forms for the election of OPSBA's Executive Officers, Regional Vice Presidents and Vice Chairs, and appointments to Core Issue Work Groups. Please circulate these materials to all trustees. Elections will be held during the Special General Meeting and Regional meetings on Friday, January 30, 1998.

We appreciate your assistance with this process in such a limited time period. We look forward to seeing your board's trustees board staff at the upcoming Special General Meeting and Public Education Symposium next month.

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Attachments:

1. Action Sheet (to be returned to OPSBA)
2. Background Information - New Political Structure
3. Appendix A - Constitutional Amendments and Constitution and By-Laws (as amended in June, 1997)
4. Appendix B - Proposed Regional Assignments
5. Appendix C - Election Information and Nomination Form

Revised July '97

Attachment #3

# ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Appendix A

## BY-LAW NUMBER 5 (CONSTITUTION)

### NAME AND SEAL

- 1.01 The name of the Association shall be the Ontario Public School Boards' Association (herein referred to as the "Association").
- 1.02 The Seal, an impression whereof is stamped in the margin to the right hereof, shall be the official corporate seal of the Association.

1.01 Name of Association

1.02 Corporate Seal

### HEAD OFFICE

- 2.01 The Head Office of the Association shall be situate in the Municipality of Metropolitan Toronto in the County of York in the Province of Ontario, or at such other place as the Board of Directors may from time to time determine

2.01 Head Office

### MEMBERSHIP

- 3.01 The membership of the Association shall consist of:
- (1) Member Boards
  - (2) Delegates of Member Boards
  - (3) Honorary Life Members
  - (4) Trustees
  - (5) Associate Members
  - (6) Directors
- 3.02 **Member Board:** A "Member Board" is defined as any Board of Education, Public School Board, Secondary School Board or District School Area Board which is admitted as a Member Board by the Board of Directors. Member Boards must pay the appropriate annual fees by the 31st of March each year. Member Boards are assigned to a Region in accordance with Section 7.02. Each new Member Board shall be assigned to a Region by the Board of Directors.
- 3.03 **Delegates:** Each Member Board shall appoint a Trustee to act as the Delegate of the Member Board and to exercise all rights and privileges of the Member Board, including that of voting at the annual and general meetings of the Association and at the meetings of the Regional Council to which the Member Board is assigned.
- In addition, each Member Board may appoint another Trustee of the Member Board who may act as Alternate in the absence of the Delegate. The Alternate, so acting, shall have full rights and privileges, including voting powers. The Chair or the Secretary of each Member Board shall certify in writing to the Association the name of the Delegate and the Alternate, if any. Each Delegate has only one vote and shall not vote by proxy.
- 3.04 **Honorary Life Members:** Honorary Life Membership shall be conferred upon all those who prior to the formation of the Association

3.01 Membership

3.02 Member Board Defined

3.03 Delegate of Member Board, Defined

Alternate to Act in Absence of Delegate

3.04 Honorary Life Member,



**Defined**

were Honorary Life Members of the Ontario Public School Trustees' Association, the Association of Large School Boards in Ontario or the Northern Ontario School Trustees' Association and upon all Past Presidents of the Association. Honorary Life Membership may be conferred upon any person by the Board of Directors for outstanding service to the Association. Honorary Life Members shall enjoy all the rights and privileges of membership in the Association, but shall not, as such, be entitled to vote or hold office in the Association.

**3.05 Trustee Defined**

**3.05 *Trustees:*** "Trustee" means each and every duly elected or appointed trustee of each Member Board and includes the Delegate or Alternate Delegate of the Member Board. Trustees may attend and participate in Regional Council Meetings and in the annual and general meetings of the Association, but only Delegates (or their Alternates) may present or second motions or vote. Any Trustee is eligible to be elected or appointed a Director or Officer of the Association.

**3.06 Associate Member Defined**

**3.06 *Associate Member:*** Any person or organization with an interest in education and a desire to participate in the work of the Association shall be eligible to apply to the Board of Directors of the Association to become an Associate Member. Associate Members shall enjoy all the rights and privileges conferred upon such members or class thereof from time to time, but shall not be entitled to vote or hold office in the Association. Associate members shall be divided into the following classes, or such other classes as the Board of Directors of the Association may determine from time to time:

- (i) Former public school board trustees;
- (ii) Individuals;
- (iii) Not-for-profit organizations; and
- (iv) For profit organizations

**3.07 Director Member Defined**

**3.07 *Director:*** Any person elected or appointed as a Director of the Association shall be admitted as a Member of the Association. Directors shall be entitled to vote in their capacity as Directors of the Association and shall enjoy all the rights and privileges of Membership in the Association, but shall not, in their capacity as Members of the Association be entitled to vote as Members of the Association.

**WITHDRAWAL OF MEMBER BOARDS****4.01 Member Board Withdrawal**

Notification Period

Fees Owed

Readmission

**4.01** A fully-paid-up Member Board may withdraw from the Association at any time upon written notification to the Executive Director of the Association. The withdrawal will not take effect until six months after the receipt of the notification by the Executive Director. If a Member Board which owes annual fees or other amounts to the Association elects to withdraw, such debt will remain payable. The Member Board shall not be readmitted to membership except with the approval of the Board of Directors.

**FEES****5.01 Annual Fees**

**5.01** The annual fees for Member Boards and each class of Associate Member shall be as determined by the Board of Directors from time to time

**5.02 Fees Due Date**

**5.02** All membership fees shall be due on March 31 of each year or on such earlier date specified by the Board of Directors. The Executive

Director shall mail or deliver statements in the Schedule of Membership Fees to each fee-paying Member at least one month prior to the date upon which payment is due.

5.03 Honorary Life Members, Delegate Members, Directors and Trustees shall not be required to pay fees.

5.04 Any Member Board or Associate Member which has not paid the annual Association fees by the 31st day of March in any year shall immediately cease to be a Member and may be readmitted to membership only with approval of the Board of Directors.

## FISCAL YEAR

6.01 The fiscal year of the Association shall be the calendar year.

## REGIONAL STRUCTURE

7.01 To provide for the optimum expression of opinion by its Member Boards, the Association shall be restructured so as to provide a forum that will reflect the varied interests of Member Boards of all sizes from all areas of Ontario, yet encourage the recognition of their similarities. The Member Boards shall be allocated to Regional Councils.

7.02 Six Regions shall be established as follows

- (1) **Central East Region** - Durham, East York, Haliburton, Hugh MacMillan Centre, Metropolitan Toronto, Muskoka, North York, Northumberland-Clarington, Ottawa, Peterborough, Scarborough, Victoria, and other eligible school boards in the region.
- (2) **Central West Region** - Conseil des écoles française de la communauté urbaine de Toronto, Etobicoke, Dufferin, Halton, Peel, Simcoe, Toronto, York City, York Region, and other eligible school boards in the region
- (3) **Eastern Region** - Carleton, Conseil des écoles publique d'Ottawa-Carleton, Frontenac, Hastings, Lanark, Leeds & Grenville, Lennox & Addington, Prescott-Russell, Prince Edward, Renfrew, Stormont, Dundas & Glengarry, and other eligible school boards in the region
- (4) **Northern Region** - (a) Atikokan, Connell & Ponsford, Dryden, Fort Frances-Rainy River, Kenora, Mine Centre, Red Lake, Umtreville, Upsala; (b) Caramat, Geraldton, Homepayne, Kilkenny, Lakehead, Lake Superior, Michipicoten, Nakina, Nipigon-Red Rock, Northern; (c) Central Algoma, Chapleau, Espanola, Manitoulin, North Shore, Sault Ste. Marie; (d) Airy & Sabine, East Parry Sound, Murchison & Lyell, Nipissing, Sudbury, West Parry Sound; (e) Asquith-Garvey, Cochrane-Iroquois Falls, Black River-Matheson, Foleyet, Gogama, Hearst, James Bay Lowlands, Kapuskasing, Kirkland Lake, Missarenda, Moose Factory Island, Moosonee, Timiskaming, Timmins; and other eligible school boards in the sub-regions.
- (5) **Southern Region** - Brant, Haldimand, Hamilton, Lincoln, Niagara South, Norfolk, Waterloo, Wellington, Wentworth, and other eligible school boards in the region
- (6) **Western Region** - Bruce, Elgin, Essex, Grey, Huron, Kent, Lambton, London, Middlesex, Oxford, Perth, Windsor, and other eligible school boards in the region

## 5.03 Fees Exemptions

## 5.04 Membership Ceases Readmission

## 6.01 Fiscal Year

## 7.01 Regional Structure, Defined

## 7.02 Six Regions

(1)Central East

(2)Central West

(3)Eastern

(4)Northern

(5)Southern

(6)Western



7.03 Regional Meetings

7.03 The Regional Councils may advise the Executive Council and the Board of Directors of issues and matters affecting their Member Boards. The Member Boards of a Regional Council may hold such meetings as are deemed necessary for the purposes of the Regional Council but there shall be no fewer than two such meetings per year, one of which shall occur at or about the time of the Annual General Meeting for the purpose of electing Directors pursuant to Article 9. In the case of the Northern Regional Council, apart from the Regional Council Meeting at the time of the Annual General Meeting, a sub-regional meeting in each of the sub-regions may be substituted for the other required Regional Council Meeting. Such substitution may be approved by a majority of Delegates in the Regional Council at any Regional Council Meeting. Each Regional Council may appoint such work groups on such terms as it determines appropriate for the purpose of advising the Regional Council on matters, including labour relations matters, falling within the responsibility of such work groups.

**BOARD OF DIRECTORS**

8.01 Board of Directors' Responsibilities  
(see also section 13.02)

Membership, Defined

Regional Council Chair/  
Vice President

8.01 The affairs of the Association shall be managed and supervised by a Board of Directors composed of the President, the Executive Vice-President, the Treasurer, the Past President and 36 Directors. The following matters shall be the sole responsibility of the Board of Directors: submission to the Member Boards of any matter or question requiring the approval of the Member Boards; the filling of vacancies in the Board of Directors or in the office of auditor between Annual General Meetings; the appointment or removal of the President, Executive Vice-President, Treasurer and the Executive Director; the approval of budgets and financial statements; the amendments of the By-laws of the Association; the approval of the establishment of Core Issue Work Groups or the granting of Honourary Life Membership. Emphasis will be placed on political direction. The 36 Directors shall be selected by the Regional Councils with each Regional Council entitled to select six Directors in accordance with Article 9. One Director elected by each Regional Council shall be the Chair of that Regional Council and a Vice-President of the Association.

8.02 Director, Defined

Term of Office

8.02 Until December 31, 1997, each Director shall be a Trustee. The election of Directors shall take place yearly at the Annual General Meeting of the Association. Directors shall be eligible for re-appointment or re-election. If, prior to December 31, 1997, during a Director's term that Director ceases to be a Trustee, or the Member Board of which the Director is a Trustee ceases to be a Member of the Association, the Director shall forthwith cease to be a Director.

8.03 Quorum

8.03 In the event a Director cannot attend a meeting of the Board of Directors, an Alternate may attend and vote in that Director's place, in accordance with the procedures set out in Article 9. Twenty Directors or their Alternates shall constitute a quorum of the Board of Directors for the transaction of business.

8.04 Number of Meetings

8.04 Board of Directors' meetings shall be held on a regular basis, at least four times annually, and at such other times at the call of the President or on the written request of ten Directors.

8.05 Observers

8.05 Any Member Board is entitled to send a Trustee as a non-voting observer to Board of Directors' meetings.

8.06 If a vacancy occurs on the Board of Directors for any reason whatsoever, the vacant position shall be filled in the following manner:

- (i) if the vacancy occurs within three months prior to a scheduled Annual General Meeting or other General Meeting, the position shall be filled at such meeting in accordance with the provisions of Articles 9 and 10;
- (ii) in the case of a vacancy in the position of President, Executive Vice-President or Treasurer, a replacement shall be elected by the Member Boards, in accordance with the provisions of section 8.07;
- (iii) in the case of a vacancy in the position of Vice-President elected to represent a Regional Council or of a Director elected to represent a Regional Council or a sub-region occurring prior to October 31, 1997, a replacement shall be elected by the Member Boards in such Regional Council or sub-region, either at a meeting convened for such purpose or in such other manner as may be adopted in accordance with the procedures set out in article 9;
- (iv) in the case of a vacancy in the position of a Director appointed by a Member Board occurring prior to October 31, 1997, a replacement shall be appointed by the Member Board; and
- (v) in the case of a vacancy in the position of Past President, the position shall remain vacant until a new President is elected.

8.07 If the Board of Directors determines that it is desirable, having regard to timing, cost and other considerations, to convene a General Meeting for the purpose of holding an election to fill a vacancy on the Board of Directors, the meeting shall be convened in accordance with the provisions hereof. If the Board of Directors determines that a General Meeting is not desirable, it shall determine an alternate procedure for accepting nominations and conducting the election. The Executive Director shall notify each of the Member Boards of the procedure proposed to be adopted. Each Member Board shall have thirty (30) days in which to review the proposed procedure and to notify the Executive Director of its opposition to the proposed procedure. If more than one third (1/3) of the Member Boards oppose the proposed procedure, a General Meeting shall be convened to hold the election. Otherwise, the election will be held in the manner proposed by the Board of Directors.

## ELECTION OF DIRECTORS

9.01 Each Member Board which has a pupil enrolment equal to or greater than one thirty-sixth of the total pupil enrolment of all the Member Boards of the Association, shall be entitled to appoint a Trustee from that Member Board to the Board of Directors. For the purpose of such calculation, "pupil enrolment" means full time equivalent pupil enrolment of all pupils enrolled in grantable programs, as of the immediately preceeding September 30. For the purposes of calculating such enrolment, the definitions of the Education Act and regulations thereunder shall govern. The Executive Director of the Association shall be responsible for determining the pupil enrolment of each Member Board and of the Association as a whole and shall certify, no later than one month prior to the Annual General Meeting, those Member Boards entitled to appoint a Trustee to the Board of Directors. The Executive Director's determination and certification of pupil enrolment shall be final and binding. In the absence of the Executive Director, the Board of Directors may, by resolution, appoint another person to make the determination and

Note: While section 8.05 provides for observers (trustees from member boards) to attend directors' meetings, under corporation law, meetings of the Board of Directors are not open to the public except by invitation.

## 8.06 Vacancies

8.07 General Meeting or alternate procedure to fill vacancies.

9.01 Member Board entitlement to APPOINT Director

Pupil Enrolment Qualification for Appointed Trustees

Executive Director's Determination Final

Exception



certification required by this Section.

**9.02 Elections Held at  
Regional Council Meetings**

**Regional Council Chair/Vice President**

9.02 At the Annual General Meeting of the Association, each Regional Council shall meet separately to elect its representatives to the Board of Directors. Each Regional Council will elect a Trustee of one of its Member Boards as Chair of the Regional Council and Vice-President of the Association.

Each Regional Council may also elect a Trustee of one of its Member Boards to act as Vice-Chair of the Regional Council and as an alternate for the Chair at meetings of the Executive Council.

A Trustee of a Member Board entitled to appoint a Trustee to the Board of Directors pursuant to Section 9.01, who wishes to stand as Chair of the Regional Council and Vice-President of the Association must first be appointed Director on the Board of Directors by the Member Board prior to being eligible to stand for election as Chair of the Regional Council and Vice-President of the Association.

**9.03 Trustees ELECTED to  
Board of Directors**

9.03 In each Regional Council (other than the Northern Regional Council), the Delegates representing the Member Boards shall elect a number of Trustees to the Board of Directors to bring the number of Directors (including the Chair and the appointed Directors) from the Regional Council to six. Each such Delegate shall have one vote.

**9.04 Election of Northern  
Regional Council Trustees  
to Board of Directors**

9.04 In the Northern Regional Council, Delegates representing the Member Boards in each sub-region shall elect one Trustee from that sub-region to the Board of Directors. The Directors so elected, together with the Chair of the Regional Council, shall form the six representatives to be elected by the Northern Regional Council to the Board of Directors.

**9.05 Alternates to Directors on  
Board of Directors**

9.05 Each Member Board which is entitled to appoint a Director pursuant to Section 9.01 may also appoint a Trustee to act as an Alternate representative to the Board of Directors in the absence of the Director. Each Member Board which is entitled to vote for the Directors to be elected pursuant to Section 9.03, and from which no Trustee is elected a Director, may appoint a Trustee to act as an Alternate Director for that Regional Council. If more than one Alternate is appointed from a Regional Council, the order in which they are to serve on the Board of Directors shall be chosen at random in a manner determined by the Chair of the Regional Council. The Member Boards in each sub-region of the Northern Regional Council may elect a Trustee from a Member Board other than the Member Board from which the Director is elected to act as an Alternate Director to represent that sub-region. Alternates shall have all of the rights of the Directors they represent, including the right to vote.

*Alternates for  
Appointed Directors*

*Alternates for  
Elected Directors*

*Northern Region Alternates*

*Rights of Alternates*

**9.06 President Advised of Directors  
and Alternates Following  
Selection**

9.06 The Chair of each Regional Council shall advise the President in writing, immediately following the meeting at which the Directors and Alternates are chosen, of the names of the Directors and Alternates and the Member Boards they represent. The Chair shall also advise the President of the order in which Alternates are to serve at Board of Directors meetings. In the case of Northern Regional Council Directors and of Directors from Member Boards which are entitled to appoint a Director pursuant to Section 9.01, each Director is responsible for advising the Alternate when the Director will be unable to attend a Board meeting and for providing the Alternate with the agenda and other materials. In all other cases, the Director shall advise the Secretary, at least 10 days prior to any scheduled meeting of the Board of Directors, of any inability to attend the meeting and the Secretary will use

*Order in Which Alternates  
Serve*

*Procedure for Use  
of Alternates*

reasonable efforts to advise the appropriate Alternate, according to the schedule provided by the Regional Council Chair, and to provide the Alternate with an agenda and materials.

- 9.07 With the exception of those Member Boards from which the Past President is appointed and the President, Executive Vice-President and Treasurer are elected, no Member Board shall have more than one Director and one Alternate on the Board of Directors.

## **OFFICERS**

- 10.01 The Officers of the Association shall consist of the Past President, the President, the Executive Vice-President, Treasurer, six Vice-Presidents and the Secretary who shall be the Executive Director.

- 10.02 At the Annual General Meeting of the Association, an election shall be held to elect a Trustee to each of the following offices:

- (1) President;
- (2) Executive Vice-President; and
- (3) Treasurer.

Every Delegate who attends the Annual General Meeting shall be entitled to vote in the election of the President, Executive Vice-President and Treasurer.

- 10.03 Until December 31, 1997, each Officer (other than the Secretary) shall be a Trustee. If prior to December 31, 1997 during an elected Officer's term the Officer ceases to be a Trustee, or the Member Board of which the Officer is a Trustee ceases to be a Member of the Association, such office shall be deemed to be vacant and the provisions of Section 8.06 shall apply.

- 10.04 The Officers (other than the Secretary) shall hold office for one year or until their successors are elected. They shall be eligible for re-election.

- 10.05 The Association's representatives to the Ontario School Trustees' Council shall be the President, the Executive Vice-President and such other Directors (up to such number as may be permitted) appointed by the Board of Directors.

## **PRESIDENT**

- 11.01 The President shall preside at all meetings of the Association and of the Board of Directors.

- 11.02 In the absence of the President, the President's duties shall devolve upon the Executive Vice-President.

- 11.03 The President shall be responsible for the general supervision of the affairs of the Association and shall be an ex-officio member of all committees.

## **EXECUTIVE DIRECTOR**

- 12.01 The Executive Director shall be appointed by the Board of Directors, subject to such terms of employment and exercising such responsibilities as the Board of Directors may determine.

- 9.07 Limit on Number of Directors and Alternates

- 10.01 Officers, Defined

- 10.02 Election of Officers

### **Delegates Entitled to Vote**

- 10.03 Officers Must be Trustees (except Secretary)

- 10.04 Term of Office  
Re-election

- 10.05 Ontario School Trustees' Council, Representation

- 11.01 Duties of President

- 11.02 Duties of Executive Vice-President (see also section 13.04)

- 11.03 General Supervision of Association Affairs  
Ex Officio Member of Committees

- 12.01 Appointment

### **Responsibilities**

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## EXECUTIVE COUNCIL

### 13.01 Membership, Defined

13.01 The Executive Council shall consist of the Past President, the President, the Executive Vice-President, the Treasurer and the six Vice-Presidents. The Executive Vice-President shall Chair the Executive Council. Six Executive Council members shall constitute a quorum.

### 13.02 Responsibilities

Board of Directors,  
Responsibilities  
(see also section 8.01)

13.02 During the intervals between the meetings of the Board of Directors, the Executive Council shall possess and may exercise (subject to any regulations or restrictions which the Board of Directors may from time to time impose) all the powers of the Board of Directors in respect to the management of the Association's financial and operational affairs and the assignment of priority issues, in which specific directions shall not have been given by the Board of Directors. All Core Issue Work Groups established at the Annual General Meeting to deal with priority issues, upon the recommendation of the Board of Directors with the advice of the Executive Council, shall report to the Board of Directors through Executive Council. The Executive Council shall not act at any time in the following matters, which matters shall be the sole responsibility of the Board of Directors: submission to the Member Boards of any matter or question requiring the approval of the Member Boards; the filling of vacancies in the Board of Directors or in the office of auditor between Annual General Meetings; the appointment or removal of the President, Executive Vice-President, Treasurer and the Executive Director; the approval of budgets and financial statements; the amendments of the By-laws of the Association, the approval of the establishment of Work Groups or the granting of Honourary Life Membership.

### 13.03 Meetings

13.03 The meetings of the Executive Council shall be called by the Executive Director upon direction of the Chair or at the written request of any four members of the Executive Council.

### 13.04 Executive Council Reports to Board of Directors

13.04 The Executive Council shall keep minutes of its meetings in which shall be recorded all action taken by it, which minutes shall be submitted as soon as practicable to the Board of Directors. It shall be the responsibility of the Executive Vice-President to report on the activities of the Executive Council at each meeting of the Board of Directors.

### 13.05 Regional Vice-Chair

13.05 In the event that a Vice-President cannot attend a meeting of the Executive Council, the Vice-Chair of the Regional Council represented by that Vice-President, may attend and vote in that Vice-President's place.

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## CORE ISSUE WORK GROUPS

### 14.01 Purpose

14.01 The Board of Directors shall recommend, based on input from Executive Council, prior to each Annual General Meeting of the Association approval of the establishment of specific Core Issue Work Groups for the purpose of advising the Board of Directors through Executive Council on matters falling within the areas of responsibility of each Core Issue Work Group. The Core Issue Work Groups shall be established upon the majority vote of the Delegates of the Member Boards at the Annual General Meeting of the Association.



14.02 The existence of each such Core Issue Work Group shall be terminated automatically upon the first occurrence of:

- (a) the completion of its assigned purpose;
- (b) a resolution acknowledging or determining the completion of the assigned purpose by the Board of Directors or the Executive Council (as the case may be)
- (c) the next Annual General meeting of the Association.

14.03 The Delegates of each Regional Council shall at the time of the election of Directors appoint a trustee from such Regional Council who is not a Director to be a member of each Core Issue Work Group. The Board of Directors may, from time to time, appoint Directors from the Board of Directors to act as liaison members of any Core Issue Work Group.

14.04 The Delegates of each Regional Council may at the time of the election of Directors appoint a Trustee to act as an alternate member of each Core Issue Work Group in the absence of the appointed member.

14.05 The quorum for any meeting of each Core Issue Work Group shall be four members

14.06 The term and mandate of each Core Issue Work Group shall be established each year through the Annual General Meeting based on recommendations from the Board of Directors with input from Executive Council. Each Core Issue Work Group shall report through the Executive Council to the Board of Directors

14.07 Membership in the Core Issue Work Group shall terminate automatically upon the failure of a person to attend three consecutive meetings of the Core Issue Work Group, unless the Executive Council decides by resolution that such person should remain a member

## 14.02 Termination of work group

## Membership, Defined

### 14.04 Alternate Member

### 14.05 Quorum

### 14.06 Terms and Mandates

### 14.07 Termination of Membership

## AD HOC WORK GROUPS

15.01 The Board of Directors or the Executive Council may from time to time appoint ad hoc work groups as they deem expedient for the purpose of advising the Board of Directors or the Executive Council. When appropriate such ad hoc work groups shall include representatives from all Regional Councils

15.02 The Board of Directors or the Executive Council (as the case may be) shall determine the term and mandate of each ad hoc work group. Each ad hoc work group shall report to the Board of Directors or the Executive Council (as the case may be)

### 15.01 Appointment

### 15.02 Terms and Mandates

## GENERAL MEETINGS OF MEMBERS

16.01 The Annual General Meeting of the Association shall be held at such time and place in each calendar year as determined by the Board of Directors

16.02 At every Annual General Meeting, in addition to any other business that may be transacted, the report of the Board of Directors, including committee reports, and a balance sheet along with a general statement of income and expenditure for the financial period ending upon the date of such balance sheet and the report of the auditor shall be presented for

### 16.01 Annual General Meeting, Timing

### 16.02 Business of Meeting

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## GENERAL MEETING OF MEMBERS CONT'D

### Appointment of Auditor

the information of the meeting. The auditor of the Association shall be appointed at each Annual General Meeting to hold office until the next Annual General Meeting.

### 16.03 Policy Resolutions

16.03 Policy resolutions may be submitted by Member Boards for consideration during the Annual General Meeting. Where circumstances permit, policy resolutions shall be submitted in advance of the Annual General Meeting. Policy resolutions may also be presented from the floor of the meeting, subject to the approval of two thirds (2/3) of the delegates and the provision of a copy of the resolution to each of the delegates. If any resolution is referred for study by a work group, the resolution and the committee's consideration thereof must be reported back to the membership no later than the next ensuing Annual General Meeting. The Member Board proposing a policy resolution shall be entitled to have it submitted to a full vote of the membership at said meeting, notwithstanding the position adopted on it by the work group to which it was referred.

### 16.04 General Meeting, Called at any time

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16.04 The Board of Directors, by resolution, may call a General Meeting of the Association at any time.

## NOTICE OF MEETINGS

### 17.01 Board of Directors, Executive Council, Work Groups

17.01 Notice of all meetings of the Board of Directors, Executive Council, or of any work group shall be mailed or delivered by the Executive Director to each Member Board concerned at least two weeks before the date of the meeting. Notice of the Annual General Meeting or any other General Meeting shall be mailed by the Executive Director to each Member Board, Honorary Life Member and Associate Member at least two weeks before the date of the meeting. No public notices shall be required. Notices of General Meetings shall specify the matters proposed to be dealt with at such meetings

### Annual General Meeting

### General Meetings

### Matters to be Dealt with, Specified

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### 18.01 Parliamentary Rules to Govern Association Proceedings

## RULES OF ORDER

18.01 The fundamental principles of Canadian parliamentary rules of procedure shall govern the proceedings of the Association, its Board of Directors, Executive Council, work groups and ad hoc work groups as far as they may be applicable without coming in conflict with the Letters Patent and By-laws

### Bourinot's Rules of Order

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In the case of a dispute over the applicable Rules of Procedure, reference may be made to Bourinot's Rules of Order and the person chairing the meeting shall determine the procedure to be adopted

### 19.01 Amendments to the Constitution and By-Laws

## AMENDMENTS

19.01 The Board of Directors may amend the Constitution and any other By-Law of the Association. The amendments will be effective when confirmed by at least two-thirds of the votes cast at a General Meeting of Members

## BY-LAW NUMBER 2 (BORROWING)

1. The Directors from time to time may:

- (a) borrow money;
- (b) pledge or sell such bonds, debentures, or debenture stock, or other securities for such sums and at such prices as may be deemed expedient or be necessary;
- (c) charge, hypothecate, mortgage or pledge any or all of the real or personal property, including book debts and unpaid calls, rights powers, undertaking and franchises of the corporation to secure any bonds, debentures, debenture stock or other securities, or any liability of the corporation.

- (a) Borrowing Money
- (b) Bonds, Debentures, Securities
- (c) Real or Personal Property

2. From time to time the Directors may authorize any Director, officer or employee of the Association or any other person to make arrangements with reference to the monies borrowed or to be borrowed as aforesaid and as to the securities to be given, therfor, with power to vary or modify such arrangements, terms and conditions and to give such additional securities for any monies borrowed or remaining due by the corporation as the Directors may authorize and generally to manage, transact and settle the borrowing of money by the Association.

Authorization to Borrow

3. Notwithstanding the generality of the foregoing, the Directors shall not borrow or give security in any amount exceeding two months operating expenses except with the prior approval of the Member Boards, given at a General Meeting of the Association

Limits on Borrowing



## BY-LAW NUMBER 3 (BANKING)

### Signing Officers

1. All cheques, bills of exchange or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Association shall be signed by such Officers, Agent or Agents of the Association and in such manner as shall from time to time be determined by resolution of the Board of Directors and any one of such Officers or Agents may alone endorse notes and drafts for collection on account of the Association through its bankers, and endorse notes and cheques for deposit with the Association's bankers for the credit of the Association, or the same may be endorsed "for deposit" or "for collection" with the bankers of the Association by using the Association's rubber stamp for the purpose. Any one of such Officers or Agents so appointed may arrange, settle, balance and certify all books and accounts between the Association and the Association's bankers and may receive all paid cheques and vouchers and sign all the bank's forms of settlement of balances and release of verification slips.

### Deposit of Securities

2. The securities of the Association shall be deposited for safekeeping with one or more bankers, trust companies or other financial institutions to be selected by the Board of Directors. Any and all securities so deposited may be withdrawn, from time to time, only upon the written order of the Association signed by such Officer or Officers, Agent or Agents of the Association and in such manner as shall, from time to time, be determined by resolution of the Board of Directors and such authority may be general or confined to specific instances. The institutions which may be so selected as custodians by the Board of Directors shall be fully protected in acting in accordance with the directions of the Board of Directors and shall in no event be liable for the due application of the securities so withdrawn from deposit or the proceeds thereof.

*Approved September 24, 1988*

*Amended by Bylaw 4 approved October 14, 1989*

Ontario Public School Boards' Association

**PROPOSED REGIONAL ASSIGNMENTS - 1998**

Beginning in 1998, OPSBA will have five Regional Councils

1. **North**  
- divided into Sub Regions East and West, with a School Authorities Committee
2. **West**
3. **Central East**
4. **Central West**
5. **East**

The Board of Directors will assign member boards to Regions at its meeting in January, 1998. The proposed membership assignments are noted below. A board may choose to be assigned to a Region other than the one listed here by contacting Maggie McFadzen, Executive Assistant at the OPSBA the OPSBA office before January 23, 1998.

**North - Sub Regions East/West (E/W)**

Total boards: 10 plus School Authorities (20)

West:

- 5A Kenora/Red Lake/Dryden
- 5B Fort Frances-Rainy River/Atikokan
- 6A Lakehead
- 6B Geraldton/Nipigon Red Rock/Lake Superior
- 57 French District School Board

School Authorities:

- SA4 Caramat
- SA6 Collins (not currently a member)
- SA7 Connell & Ponsford
- SA16 Kashabowie (not currently a member)
- SA17 Kilkenny (not currently a member)
- SA18 Mine Centre
- SA24 Nakina
- SA25 Northern
- SA29 Sturgeon Lake (not currently a member)
- SA30 Summer Beaver (not currently a member)
- SA31 Upsala

East:

- 1 Timmins/Kapuskasing/Hearst/Cochrane/Kirkland Lake/Timiskaming
- 2 Chapleau/Michipicoten/SS Marie/C Algoma/North Shore/Hornepayne

- 3 Sudbury/Espanola/Manitoulin (Manitoulin not currently a member)
- 4 Nipissing/E Parry Sound/W Parry Sound
- 56 French District School Board

School Authorities:

- SA1 Airy & Sabine
- SA2 Asquith Garvey
- SA10 Foleyet
- SA11 Gogama
- SA15 James Bay Lowlands
- SA19 Missarenda
- SA20 Moose Factory Island
- SA22 Moosonee
- SA23 Murchison & Lyell

**West**

Total boards: 5

- 7 Bruce/Grey
- 8 Huron/Perth
- 9 Windsor/Essex
- 10 Kent Lambton
- 11 London/Middlesex/Elgin/Oxford

**Central West**

Total Boards: 7

- 18 Wellington Dufferin
- 19 Peel
- 20 Halton
- 21 Hamilton/Wentworth
- 22 Lincoln/Niagara South
- 23 Brant/Haldimand/Norfolk
- 24 Waterloo
- 58 French District School Board

**Central East**

Total Boards: 6

- 12 Metro Boards (Toronto)
- 13 Durham
- 14 Northumberland-Clarington/Peterborough
- 15 Victoria/Haliburton/Muskoka
- 16 York Region (not currently a member)
- 17 Simcoe

**East**

Total Boards: 6

- 25 Ottawa/Carleton
- 26 Lanark/Leeds & Grenville/Prescott Russell/SDG
- 27 Lennox & Addington/Frontenac
- 28 Renfrew
- 29 Prince Edward/Hastings
- 59 French District School Board



Ontario Public School Boards' Association

**Background Information - Nominations and Elections  
Special General Meeting  
January, 1998**

**NOMINATIONS FOR ELECTION OF  
EXECUTIVE OFFICERS  
REGIONAL VICE PRESIDENTS/REGIONAL VICE CHAIRS  
APPOINTMENTS TO CORE ISSUE WORK GROUPS**

Nominations for the positions of President, First Vice President, Second Vice President, Regional Vice Presidents (5) , Regional Vice Chairs (5) and Members and Alternate Members of Core Issue Work Groups (3) are being accepted for the elections to be held on Friday, January 30, 1997 during the Special General Meeting and Regional Council meetings. All trustees elected to these positions will serve until the Annual General Meeting to be held in June, 1998

**Executive Officer positions: President, First Vice President, Second Vice President**

- ◆ any trustee from a member board is eligible for nomination

**Regional Vice Presidents: North, East, West, Central East, Central West**

- ◆ any trustee from a member board in the Region is eligible for nomination

**Regional Vice Chairs: North, East, West, Central East, Central West**

- ◆ any trustee who is appointed to the OPSBA Board of Directors by their district school board in the Region is eligible for nomination

**Members/Alternate Members of Core Issue Work Groups**

- ◆ any trustee who is not a Director from a member board in the Region is eligible for nomination and appointment
- ◆ one trustee and one alternate trustee will be appointed from each of the five Regions to the Core Issue Work Groups
- ◆ the three Core Issue Work Groups (established in 1997) are:
  - Policy Development Legislative Response Team
  - Program Transition Team
  - Transition Services Team

**Note:** Nominations can be made by any trustee from a member board in good standing. Please confirm that your nominee is willing to stand for election.

Ontario Public School Boards' Association

**NOMINATION FORM**  
**ELECTION OF OFFICERS - JANUARY, 1998**

I HEARBY NOMINATE \_\_\_\_\_ A TRUSTEE ON  
THE \_\_\_\_\_  
(Name of District School Board)

FOR THE POSITION OF (please check one):

Executive Officers

President

First Vice President

Second Vice President

Regional Positions

Name of Region \_\_\_\_\_

Regional Vice President/Chair

Regional Vice Chair

(Candidates for the position of Regional Vice  
Chair must be appointed by their District School  
Board as a Director on the OPSBA Board of  
Directors)

Core Issue Work Groups

Policy Development/Legislative  
Response Team

Program Transition Team

Transition Services Team

Nominated by: \_\_\_\_\_

District School Board/School Authority \_\_\_\_\_

Signature of Nominator \_\_\_\_\_

Please return nomination forms to Maggie McFadzen, Executive Assistant **not later than Friday, January 23, 1998**. Nominations may also be made from the floor of the General and Regional meetings. Send by fax to: (416) 340-7571

*C O R R E S P O N D E N C E*





**Education  
Improvement  
Commission**

Mowat Block, 13th Floor  
900 Bay Street  
Toronto ON M7A 1L2  
Tel (416) 325-1073  
Fax (416) 325-1080  
1-800-344-6582

**Commission  
d'amélioration  
de l'éducation**

13<sup>e</sup> étage, édifice Mowat  
900 rue Bay  
Toronto ON M7A 1L2  
Tél (416) 325-1073  
Fax (416) 325-1080  
1-800-344-6582



December 18, 1997

Allan A. Greenleaf  
LEIC Co-ordinator  
Wentworth County Board of Education  
357 Wilson Street East  
Ancaster, ON L9G 4B7

Dear Allan A. Greenleaf:

Thank you for your letter advising that the new name being recommended for DSB #21 is "Hamilton-Wentworth District School Board". Once the remaining parts of the process are complete, the Commission will prepare its recommendation to the Minister.

We will advise you of the outcome as soon as possible.

Sincerely,

*Linda Nault*

Norbert J. Hartmann, *NJH*  
Director  
Implementation, Finance and Accountability

cc: Reg Woodworth/Ray Mulholland, co-chairs

**Dave Cooke**  
Co-chair/Coprésident

**Ann Vanstone**  
Co-chair/Coprésidente

**Peter Cameron**  
Commissioner/Commissaire

**Rémi Lessard**  
Commissioner/Commissaire

**Mearl Obee**  
Commissioner/Commissaire

**Betty Moseley-Williams**  
Commissioner/Commissaire

**Arlene Wright**  
Commissioner/Commissaire





## DUNBAR ASSOCIATES

66 Metcalfe Street  
Guelph, Ontario N1E 4X6

Allan Greenleaf, Director  
Wentworth Board of Education  
357 Wilson St. E.  
Ancaster, Ontario  
L9G 4B7



1-800-879-3170

### Re: Seminar on Conflict of Interest

We would like to invite you and your board of trustees to a seminar conducted by Rob Forbes, the author of *Municipal Conflict of Interest, Plus*. We are enclosing our announcement in sufficient quantities for your newly elected board together with order forms and would ask that you distribute them to the trustees.

### CONFLICT OF INTEREST

New trustees are going to be quickly thrown into the arena and will need early advice about the requirements of this Statute.

Experienced trustees have faced several years of change regarding this Statute. Not only has the legislature passed and not proclaimed a replacement statute, leaving trustees uncertain about the specifics that are now law, but the courts have dramatically changed the content of the Statute which is in force.

This is an ideal opportunity for them to understand the Statute and clarify its content.

### ALL LOCAL BOARDS ARE INVITED

There are few opportunities for all local decision makers to get together on a topic of mutual interest. And yet, with the changes that are to be assumed or imposed upon these decision makers over the next 3 years, there should be. This is an ideal opportunity. This topic is of crucial interest to all local boards within your Region.

While there will be an opportunity for members of various boards to renew and make new acquaintances with members of other boards, you may wish to augment the seminar with an event of your choosing. If you do, please feel free to contact the hotel and make any arrangements you desire. We only ask that you advise us of the details to avoid conflict.

### PUBLIC SUPPORT

Each trustee is entitled to the basic tools to carry out his obligation as a trustee and this is the opportunity to provide that support for one of the most basic of those tools. We believe that both the seminar and the book are essential to permit the trustee to perform his function.

While, we have provided the flexibility of each board to choose between the book and the seminar and both, we have provided a discounted price for the purchase of both at \$125 including gst. It is our hope that the board itself will sponsor the individual members to this important seminar.

### **ADDITIONAL BOARDS**

We have attempted to locate all local boards within your Region. If you know of a board which we have missed, please feel free to directly invite them, or to contact us to insure that we do so. The greater the cross section of boards in attendance, the better the outcome of the seminar.

### **ALTERNATIVE ARRANGEMENTS**

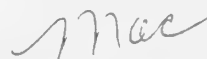
We have organized a number of seminars in various centres. Your members are welcome to choose the date and location most convenient to them. Alternatively, should you feel that this topic is of such importance that you would prefer an exclusive session, please contact our seminar organizer, Sharon Logan, for details.

### **CONCLUSION**

A full understanding of this topic by each of your trustees is of public importance, being the foundation of a smoothly operating board. We know that you will be recommending this seminar to your board members and to those of your staff who will be called upon to assist those trustees. If you have any questions or comments, please feel free to contact our seminar organizer, Sharon Logan.

I will be in touch with you in the near future to discuss this matter further and remain,

Yours very truly



Macdonald Dunbar



Ontario College of Teachers  
Ordre des enseignantes et des enseignants de l'Ontario

December 12, 1997

Mr. Allan Greenleaf  
Director of Education  
Wentworth County Board of Education  
Memorial Building  
357 Wilson Street East  
Ancaster, ON L9G 4B7

Dear Mr. Greenleaf:

The purpose of this letter is to provide clarification with regard to the dates assigned to additional qualifications obtained by teachers in the recent Summer 1997 sessions at Ontario faculties of education.

Because of the timing of the inauguration of the College, the traditional date for summer additional qualifications, which had been the end of August, was changed to September 15. Please be advised that teachers who present an acknowledgement letter with the September 15, 1997 date for a summer session course, in fact, completed the requirements for the additional qualification prior to September 1, 1997.

The College will issue an updated Certificate of Qualification to members in good standing on an annual basis in March. Teachers who request universities or faculties of education to submit appropriate official documentation for completion of additional qualifications courses and/or additional university degrees subsequent to the annual issuance will receive an official acknowledgement letter from the College. That letter may be used as official evidence that the credential has been entered on the teacher's official file at the College and will appear on his/her next Certificate of Qualification.

I trust that this information will assist you in establishing the appropriate remuneration for the teachers at your school board. If you have further questions, please contact the Membership Services Unit at 416-961-8800, or toll free in Ontario at 1-888-534-2222.

Yours truly,

Margaret Wilson  
Registrar

Copy: Superintendent of Human Resources

*Together We're Shaping The Future*  
*Tous ensemble, nous bâtissons l'avenir*



Ministry of Education  
and Training

Kitchener-Waterloo District Office  
Corporation Square

30 Duke Street West, Suite 300  
Kitchener ON N2H 3W5  
Telephone: (519) 571-6133  
FAX: (519) 571-6148

Ministère de l'Éducation  
et de la Formation

Bureau du district de Kitchener-Waterloo  
Corporation Square

30, rue Duke Ouest, Étage 300  
Kitchener ON N2H 3W5  
Téléphone: (519) 571-6133  
TÉLÉCOPIEUR: (519) 571-6148



December 17, 1997

er240\0008.ed

**MEMORANDUM TO:** Directors of Education

**FROM:** Norah Franklin  
District Manager

**SUBJECT:** *Education, Quality Improvement Act, 1997 (Bill 160)*

In order to respond to requests for information sessions on *Bill 160* and the regulations made thereunder, this District Office is prepared to provide information sessions to district school boards. We plan to use the "Train-the-Trainer" model; board teams attending the district office information sessions will be able to conduct presentations for other local groups within their boards.

If you are interested, please notify us and prepare a team from your board (possibly composed of a supervisory officer, trustee, chair of a school council, teacher, school administrator, and a member of the non-teaching staff) which would attend the session.

We anticipate that the information sessions would be approximately 2 - 3 hours in length and conducted early in the new year at locations to be determined; further details about the sessions and copies of resource materials which board teams can use when conducting their own presentations will be provided once your confirmation of interest has been received.

Please contact Eve Davies at (519) 571-6133 or 800 909-6553 as soon as possible to confirm your interest in participating in such a session.

Thank you,

  
Norah Franklin  
District Manager

*Note to Trustees:*  
I've confirmed our interest  
in putting together such a team  
from the Hamilton-Wentworth  
District School Board.  
1997.12.18  
Judy Breakey



Ontario Public School Teachers' Federation

Fédération des enseignantes et des enseignants  
des écoles publiques de l'Ontario

December 19, 1997

5160 Orbitor Drive, Mississauga, Ontario L4W 5H2  
Telephone (905) 238-0200 Fax (905) 238-0201

Mr. A.A. Greenleaf  
Director of Education and Secretary  
Wentworth County Board of Education  
357 Wilson Street East  
Ancaster, ON L9G 4B7



Dear Mr. Greenleaf:

We are writing to you in respect of the deduction and remission of Federation dues in respect of occasional teachers employed by the District Board of Education effective January 1, 1998.

As you may be aware, until March 31, 1998, the dues in respect of teachers governed by the *Teaching Profession Act* will continue to be deducted and remitted to the Ontario Teachers' Federation in accordance with established practice and that such dues are payable with respect to all contract teachers including principals and vice-principals. However, occasional teachers continue to be excluded from the *Teaching Profession Act* until March 31, 1998, and from these dues remittance provisions.

In respect of occasional teachers, the provisions of *Bill 160* designate The Ontario Public School Teachers' Federation and the Federation of Women Teachers' Associations of Ontario as bargaining agents for a statutory bargaining unit made up of all occasional teachers in the elementary panel employed by a District School Board.

By Memorandum of Agreement entered into between FWTAO and OPSTF all dues in respect of occasional teachers shall continue to be remitted to OPSTF from January 1, to August 31, 1998. Attached hereto is a copy of that Agreement.

In accordance with the provisions of the collective agreement and the provisions of Bill 160, which are binding on the District School Board, we would request that the Board ensure that dues are deducted in respect of each occasional teacher's salary employed by the Board in the amount of 1.6% of an occasional teacher's daily salary and remitted to the OPSTF effective January 1, 1998.

We would request that you provide us with a complete list of all occasional teachers, including Social Insurance Number, employed by the Board, and a list of occasional teachers employed in the month of January including the daily salary paid, together with the deducted amount.

The Federation is prepared to indemnify and hold the District School Board harmless from any claims, suits, attachments, and any form of liability as a result of such deductions.

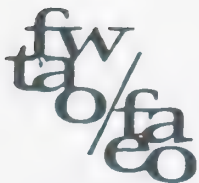
Should you have any questions with respect to the foregoing please do not hesitate to contact me.

Sincerely,

DJL/ct  
Enclosure

David Lennox  
Secretary

cc: Payroll Department



## MEMORANDUM OF AGREEMENT



between

Federation of Women Teachers' Associations of Ontario (FWTAO)

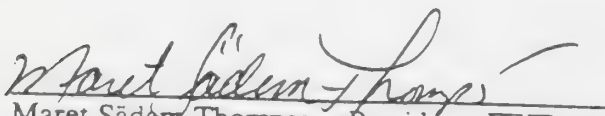
and


Ontario Public School Teachers' Federation (OPSTF)

Whereas it is in the best interests of FWTAO and OPSTF to support stability during the transition period of January 1<sup>st</sup> - August 31<sup>st</sup> 1998 this Memorandum of Agreement is adopted to cover all occasional teachers who teach in the public elementary schools of Ontario.

1. That all occasional teachers who teach in the public elementary schools in Ontario be dual members of FWTAO and OPSTF from January 1<sup>st</sup> to August 31<sup>st</sup> 1998.
2. That all OPSTF Branches shall continue as OPSTF Branches from January 1<sup>st</sup> to June 30<sup>th</sup> 1998.
3. That all fees received from all organized OPSTF Branches and intermingled OPSTF Branches continue to OPSTF from January 1<sup>st</sup> to August 31<sup>st</sup> 1998.
4. That all fee rebates to all organized OPSTF Branches and intermingled OPSTF Branches continue to be paid by OPSTF for fees received from January 1<sup>st</sup> to August 31<sup>st</sup> 1998.
5. That FWTAO and OPSTF shall jointly undertake the organization of occasional teachers who teach in public school boards or school authorities which are not organized as Branches of OPSTF.
6. That all fees received from a newly organized area as set out in 5 above be held in trust for ETFO.
7. That OPSTF shall pay all costs for organizing the occasional teachers in the school boards or school authorities as set out in 5 above.
8. That OPSTF shall pay all expenses for FWTAO and OPSTF staff who are providing assistance in the negotiation of new collective agreements for occasional teachers.
9. That OPSTF shall pay for the costs of all grievance support in OPSTF Branches or intermingled Branches from January 1<sup>st</sup> to August 31<sup>st</sup> 1998.

DATED at Toronto this 9th day of December, 1997.

  
Maret Sâdem-Thompson, President, FWTAO

  
Phyllis Benedict, President, OPSTF





Ontario Public School Teachers' Federation

Fédération des enseignantes et des enseignants  
des écoles publiques de l'Ontario

5160 Orbitor Drive, Mississauga, Ontario L4W 5H2  
Telephone (905) 238-0200 Fax (905) 238-0201



December 8, 1997

Mr. A.A. Greenleaf  
Director of Education and Secretary  
Wentworth County Board of Education  
357 Wilson Street East  
Ancaster, Ontario  
L9G 4B7

Dear Mr. Greenleaf: *al*

The Ontario Public School Teachers' Federation Positions of Added Responsibility (PAR) Committee regularly communicates with school and system leaders to keep them informed on a variety of issues. The PAR mailing will reach over 4000 leaders across the province and includes the following:

A. **PAR Committee Sponsored Institutes and Resources:**

(1) **Viewpoint**

Viewpoint, Volume 18, "Personal and Professional Ethics and Conduct, the cases of Malcolm Ross and Yves Audet".

(2) **PAR Institute: The Political Principal: Refining the Skills for the New Millennium**

The **Political Principal** will be held March 26-28, 1998, at the Delta Ottawa Hotel & Suites. Registration is limited to 125 participants. A detailed registration brochure has been included with this mailing. The registration fee is \$195 per person.

(3) **PAR Institute: Legal Issues & The Role of the Principal**

**Legal Issues & The Role of the Principal (Implications for the New Reality)** will be held May 8-9, 1998, in North Bay. Registration is limited to 80 participants. A detailed registration brochure has been included with this mailing. The registration fee is \$125 per person.

B. Curriculum & Research Committee Sponsored Conference.

(1) Act, Reflect, Revise: A Forum for Teacher Researchers

**Act, Reflect, Revise: A Forum for Teacher Researchers** will be held April 23-24, 1998 at the Oakwood Inn in Grand Bend.. A detailed registration brochure is enclosed for your information. The registration fee is \$90 per person.

C. Professional Development Committee Sponsored Workshops and Conferences

(1) Classrooms 2000

**Classrooms 2000** will be held April 23-25, 1998 at Pinestone Inn in Haliburton. The registration fee is \$150 per person. A detailed registration brochure has been included with this mailing.

(2) French Symposium

**French Symposium** will be held January 30-31, 1998 at the Peel County Board of Education's office. The registration fee is \$75 per person. A detailed registration brochure has been included with this mailing.

(3) Workshop - Ages 12 Through 15: The Years of Transition

The OPSTF released the curriculum resource document **Ages 12 Through 15: The Years of Transition** in September, 1996. The enclosed flyer describes the supporting in-service session available, on a cost recovery basis, to districts, boards and schools.

CAP Info

The Canadian Association of Principals brochures are included with this mailing for your information.

Sincerely,



W.B. (Brad) Kuhn,  
Acting Executive Assistant

WBK:bs  
Encls.

Ministry of Education  
and Training

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

Ministère de l'Éducation  
et de la Formation

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2



November 28, 1997

Wentworth County BE

Allan A. Greenleaf  
357 Wilson St.,  
Ancaster, ON  
L9G 4B7

Dear Allan A. Greenleaf:

I am pleased to advise you that your board's School Based Services(SBS) and Interventions for Child Witnesses Projects have been approved for 1997/98. A cheque for the amount of \$14,000 will be forwarded to you in the next few weeks. A signed copy of your final *fee for service agreement* for both the SBS project and the Interventions funding should be forwarded to this office by February 6, 1998.

The Ministry of Education and Training recently contracted with the London Family Court Clinic to develop an evaluation framework for School Based Services. I have enclosed a summary of that framework for your information. Based on this framework, we have re-designed our Data Collection Form and will also use a checklist developed by the London Family Court Clinic as a measure of change for each project. This information will form the basis of your reporting requirements for this year and should be submitted as indicated on the forms. The new data reporting forms and the checklist are attached.

I am very pleased that we are able to provide an additional \$5,000 for your participation in the Intervention for Child Witnesses Project. As you are aware from the application, this is one-time funding intended to develop partnerships with children's agencies that will continue beyond this year of funding. To achieve this goal we expect each project to develop a protocol or agreement about how the partners will work together to meet the needs of child witnesses in your community. We ask that you include strategies to develop a protocol in your *fee for service agreement* and that you report on this outcome in your final report.

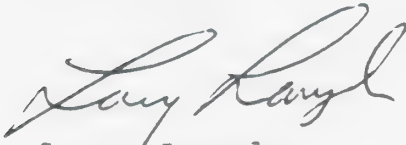


Your board/section has been approved to provide the services as outlined in your application for a continuing project. Any changes to this approved plan must receive approval through this office.

If you require further clarification about your project. Please call Barbara Kane at (416)325-2988.

We appreciate your valuable contribution to date. I wish you continued success with your project.

Sincerely,

A handwritten signature in cursive script, appearing to read "Larry Langdon".

Larry Langdon

Director

Operations and Field Services



November 27, 1997

Lynn Peterson  
President  
Ontario Public School Boards' Association  
439 University Avenue, 18th Floor  
Toronto ON M5G 1Y8

Dear Lynn Peterson:

At its regular meeting held on November 17, 1997, The Sudbury Board of Education approved the following motion:

*Motion 97-R122 - Trustee M. MacLeod and Trustee Larsen*

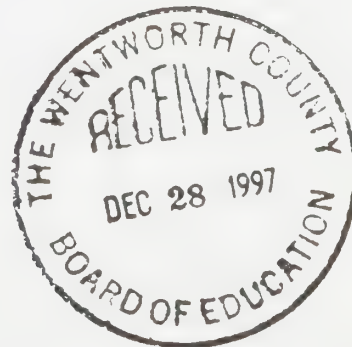
*That, because of actions taken by O.P.S.B.A. contrary to the wishes of some member boards, and without input from all member Boards, The Sudbury Board of Education withdraws its support of this organization.*

CARRIED

Yours truly

Doreen Dewar  
Chair

cc: OPSBA Member Boards



## BALACLAVA SCHOOL COUNCIL



BalACLAVA Public School ♦ Carlisle P.O. ♦ Carlisle, Ontario ♦ L0R 1H2  
Phone 905-659-3396 ♦ Fax 905-659-0901

### School , Community , Parents

Thursday, December 11, 1997

To:

Reg Woodworth  
Ray Mulholland  
Lillian Orban  
Heather Bullock

Judith Bishop  
Canon Joseph Rogers  
Wesley Hicks  
Janice Dewar

Eleanor Johnstone  
Laura Peddle  
Bruce Wallace

Dear Public School Trustee,

Congratulations on your appointment as Public School Trustee for District Board 21!

On November 3rd 1997 the Flamborough School Councils jointly sent a letter to all candidates running for Public School Trustee in the new Hamilton Wentworth School Board. This letter brought to your attention the findings of the Waterdown Accommodation Study Team in May of 1997 (see attached) that a new elementary school was urgently required in Waterdown to offset the rapid growth being experienced in our community. These recommendations were approved by the Wentworth County Board of Education on May 12th 1997; the urgency of this matter was further highlighted by the LEIC Property Sub-Committee recommendations(accepted by LEIC) regarding priorities for the new School Board.

We would again request that as elected Public School Trustees you give this matter your urgent attention when the new Board begins operations in January 1998. We will be happy to follow up with you in the New Year, but please do not hesitate to contact us before then should you require further information.

Happy Holidays to you and your families!

Adrienne Davidson, Chairperson  
BalACLAVA Public School Council

Deborah Pratt, Chairperson  
Flamborough Center School Council

Ruth Schofield, Chairperson  
Waterdown District High School Council

Linda Owen, Chairperson  
Guy Brown School Council

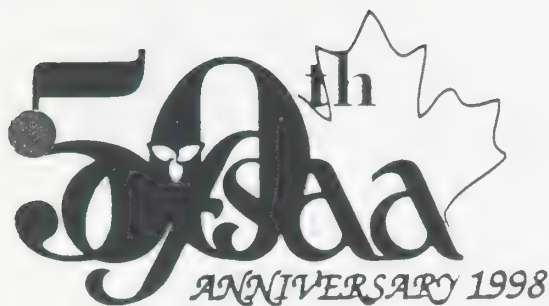
Sheelagh Pyper-Kalman, Chairperson  
Mary Hopkins School Council

c.c. Allan Greenleaf  
Wayne Joudrie  
Rob Brown  
Ted McMeekin  
Ray Mulholland

Marguerite Botting  
Bob Bruce  
Judy Kleven  
Brian Cooper  
Pat Gillie







ONTARIO FEDERATION OF SCHOOL ATHLETIC ASSOCIATIONS/  
FÉDÉRATION DES ASSOCIATIONS DU SPORT SCOLAIRE DE L'ONTARIO

CELEBRATING 50 YEARS OF "EDUCATION THROUGH SCHOOL SPORT"

PRESIDENT:  
CHRISTOPHER J. FOX

PAST PRESIDENT:  
ANNE MACDONALD

VICE PRESIDENT:  
TAMMY CONNOR

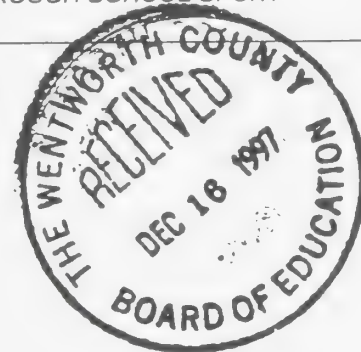
EXECUTIVE DIRECTOR:  
COLIN HOOD

50TH ANNIVERSARY  
COMMITTEE CHAIR:  
MARILYN POCOCK

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SNICKERS  
TORONTO RAPTORS  
FOUNDATION

November, 1997

Chairperson  
Local Education Improvement Committee



Dear Chair,

The Ontario Federation of School Athletic Associations (OFSAA), which for the past 49 years has been supported by the Province of Ontario as the governing body for high school sport, is becoming increasingly concerned about the future of school co-curricular activities and in particular, the inter-school sport programs. Bruce Wallace, chair of the Wentworth school board and treasurer of the Ontario Public School Boards Association, said recently:

**"If the Province does not assign money for sports, there will be no sports."**

The amalgamation of school boards and the change in the way education will be funded in 1998, have prompted a number of questions about school sport. OFSAA has discussed those questions with elected officials and staff from the Ministry of Education and Training over the past 10 months (Attached is an issues paper that was presented to the Ministry of Education and Training). At the present time we understand that there are no answers to the questions although the Ministry has acknowledged that the questions are important ones.

OFSAA believes very strongly in the importance of school sport as a valuable part of the education of our students (attached is a brief summary about OFSAA and the important reasons for school sport). Our fundamental concern therefore and question to the Ministry is:

**Will school sport still be recognised by the Ministry of Education and Training as an important co-curricular program which has as its very basis for existence, an educational focus?**

Once this has been answered, and we have evidence that within Canadian society there is strong support for answering in the affirmative, there are a series of questions which will directly relate to the management and operation of school sport programs

7880 KEELE STREET  
SUITE 206  
CONCORD, ONTARIO  
CANADA L4K 4G7

TEL: (905) 761-5540  
FAX: (905) 761-5542  
E-MAIL: SCHOOLSPO  
@OFSAA.ON.CA

VISIT OUR WEB SITE:  
WWW.OFSAA.ON.CA

THE SOLE BASIS FOR THE VERY EXISTENCE OF HIGH SCHOOL SPORT IS THE CONTRIBUTION IT MAKES TO THE GENERAL EDUCATIONAL EXPERIENCE OF THOSE STUDENTS WHO PARTICIPATE

at the local level. These are as follows:

- how will school sport be organized at the local level given some boundary changes and changes in Board of Education mandates and responsibilities?
- how will school sport be funded given the changes in funding responsibilities? OFSAA notes that there are a variety of different funding options already in existence, but all of them show some financial commitment from the existing boards of education;
- will the organization and operation of school sport still be carried out by teacher volunteers who are part of the local high school athletic association in conjunction with and with support of the new boards of education?
- will the new Boards of Education continue to pay the OFSAA student fee which supports the leadership role of OFSAA for school sport as well as the provision of province wide student Provincial Championships and other significant student athletic opportunities. (For 49 years Boards have paid the fee, which is currently 46 cents per student). It should be noted that in December/January 1997/98 all existing Boards of Education will be invoiced for their OFSAA fee for the 1997/98 school year and we trust that these fees will be honoured.

It is clear that the Ministry of Education will be required to provide further direction and decisions on financial support, in order to assist the new Boards to continue to ensure school sport is viable in their community. We have received a strong commitment from the local high school athletic associations to continue to plan, program and provide school sport programs. The local athletic associations will be required to make difficult decisions surrounding new league structure, local rules, funding and playing regulations and will need the support of the local school boards. OFSAA has indicated that any OFSAA restructuring will not occur until the local decisions are made. We will of course assist in any way possible to ensure that school sport programs continue.

In summary, and in conclusion, we hope that, as you examine the myriad of issues which are part of the new Board structure, you will support and provide direction to the new Board of Education Trustees for the continuance of school sport programs. There are over 275,000 students and 24,600 teacher/coaches who actively participate in the other half of education who hope that you will be supportive. Should you require further information or clarification, please contact the OFSAA office.

Yours truly,



Colin Hood  
Executive Director



Société éducative de visites et d'échanges au Canada  
Society for Educational Visits and Exchanges in Canada

**Président d'honneur / Patron**

Le Gouverneur général du Canada /  
The Governor General of Canada  
Son Excellence, le très honorable /  
His Excellency the Right Honourable  
Roméo LeBlanc, P.C., C.C., C.M.M., C.D.

**Comité consultatif / Advisory Council**

Linda Asper, Ph. D.  
L'hon. Jean Bazin, c.r.  
Maurice Bourque  
Robert Bryce, Ph. D.  
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Maxwell Yalden  
Fédération des commissions  
scolaires catholiques du Québec  
Canadian Association of Principals  
Ontario Modern Language  
Teachers Association  
Canadian Association of Second  
Language Teachers  
Fédération des comités de parents  
de la province de Québec

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Council of Ministers of Education, Canada  
Canadian Parents for French  
Canadian School Boards Association  
Canadian Teachers' Federation  
Fédération québécoise des directeurs et  
directrices d'établissement d'enseignement

**Directeur administratif / Executive Director**

A.D.S. (Sandy) MacKay

December 10, 1997

Mr AA Greenleaf  
Director of Education  
Wentworth County Board of Education  
357 Wilson St  
Ancaster ON L9G 4B7



Dear Mr Greenleaf:

As you know the Society for Educational Visits and Exchanges in Canada has been administering the Ontario-Quebec Six-Month Student Exchange Program on behalf of the Ontario Ministry of Education and Training since 1990. We are very sorry to have to inform you that this current year, (1997-98), will be the final year of the program. We hasten to assure you that the students currently enrolled in the program who are preparing to spend their three months in Quebec will not be affected in any way. All program obligations will be met both by the Ministry and by SEVEC.

Please note that additional information regarding participation in a University of Toronto research project is enclosed for those of you who have students in this year's program.

As of December 3, 1997 we have received official confirmation that, for budgetary reasons, the Ontario Ministry of Education and Training has withdrawn its participation in this student exchange program which comes under the aegis of the Ontario-Quebec Commission for Cooperation. The Ministry's contract with SEVEC for the administration of this program will, therefore, not be renewed for 1998-99. Unfortunately, SEVEC cannot continue to offer this program without Ministry support.

The success of this long-term bilingual exchange program is well documented and we deeply regret that we will no longer be able to offer this enriching educational experience to Ontario students.

Please do not hesitate to contact me at 1 800 38 SEVEC ext. 210 to discuss this matter further or speak directly to Jan Adams, Senior Program Assistant at ext. 209.

Yours sincerely,

Valerie Deane  
Executive Director

c.c. Ms Catherine Giovinnazzo, Head of Moderns





Office de  
la qualité et  
de la responsabilité  
en éducation

Bureau 1200  
2 rue Carlton  
Toronto ON M5B 2M9  
Téléphone: (416) 325-2824  
Télécopieur: (416) 325-0831



December 11, 1997

Alan Greenleaf  
Director  
Wentworth County Board of Education  
Memorial Building  
357 Wilson Street East  
Ancaster, ON  
L9G 4B7

Dear Mr. ~~Greenleaf~~:

*Alan*

The EQAO greatly appreciates the contributions of **Mary Lou Kestell** to the development of the Grade 9 Provincial Mathematics Assessment materials.

We thank you for your support and encouragement in allowing **Mary Lou** to work with a team of educators last week. We have talked to the members of the team about their continuing involvement in the development of the assessment materials for the spring 1998 administration.

A project of this magnitude requires the expertise and cooperation of many dedicated educators and we continue to appreciate the interest and involvement of you and your staff.

Yours sincerely,

Teresa González  
Director of Assessment Programs

TG/sp



CANADIAN UNION OF PUBLIC EMPLOYEES/SYNDICAT CANADIEN DE LA FONCTION PUBLIQUE

BY FAX and Regular Mail  
648-5583

December 17, 1997

Mr. Allan Greenleaf  
Director of Education  
Wentworth County Board of Education  
357 Wilson Street E.  
Ancaster, Ontario  
L9G 2C1

Dear Mr. Greenleaf:

This is to advise you that Canadian Union of Public Employees Local 1572 has voted to merge with Canadian Union of Public Employees Local 1344. Effective immediately Canadian Union of Public Employees Local 1572 will now be Canadian Union of Public Employees Local 4153.

As per the merger agreement, on an interim basis, for the purposes of administering the Collective Agreement between the Wentworth County Board of Education and Canadian Union of Public Employees Local 4153, all present Executive members, Stewards and Committee members of former Canadian Union of Public Employees Local 1572 will continue with their current responsibilities and duties.

Should you require any further information regarding the foregoing, please do not hesitate to contact me.

Yours truly,

Fred Blake  
National Representative

FB/LP  
opeiu 491  
c: J. Davis  
P. Douglas  
K. McNama  
C. Adams  
L. Hardman



---

JUDY DARCY	GERALDINE McGUIRE
National President/Présidente nationale	National Secretary-Treasurer/Secrétaire-trésorière nationale

---

CLAUDE GÉNÉREUX BERNICE KIRK GLEN MAKAHONUK, TOM O'LEARY, PATRICK (Sid) RYAN  
General Vice-Presidents Vice-président(e)s généraux(ales)

---







# CORPORATION OF THE CITY OF HAMILTON

## CITY CLERK'S OFFICE

\*\*\*\*\*

TO: Chairman and Members  
Transport and Environment Committee

YOUR FILE:

FROM: Kevin C. Christenson, Secretary  
Transport and Environment Committee


OUR FILE:  
PHONE: 546-2728

SUBJECT: 1998 Schedule of Meetings  
Transport and Environment Committee

DATE: 1997 December 12

Attached for your information and reference is the 1998 Schedule of Meetings for the Transport and Environment Committee.

By copy of this memorandum, I am requesting that staff pay particular attention to the deadline for reports. Please note that the Agenda Review meetings will start at 1:00 o'clock p.m.

  
KCC/mjw

Attachment

c. City Council

J. G. Pavelka, Chief Administrative Officer

Management Team

Staff Reporting to the Transport and Environment Committee

Aldermen's Secretaries

Mayor's Office

Regional Clerk's Office

Media

## TRANSPORT AND ENVIRONMENT COMMITTEE

### SCHEDULE OF MEETINGS FOR 1998

<b>Report titles to be listed in the "S" Drive by 5:00 p.m. Friday</b>	<b>Deadline for Reports 12:00 noon</b>	<b>Agenda Review Meetings 1:00 p.m. Room 219 unless otherwise stated</b>	<b>Committee Meetings 9:30 a.m. Room 233</b>	<b>Council Meetings 7:30 p.m. Council Chamber</b>
		<u>Room 264</u>		
January 9	January 9	January 13	January 19	January 27
January 23	January 23	January 27	February 2	February 10
February 20	February 20	February 24	March 2	March 10
March 27	March 27	March 31	April 6	April 14
April 24	April 24	April 28	May 4	May 12
June 12	June 12	June 16	June 22	June 30
<b>Schedule for Canada Day Week</b>				
June 26	June 26	<b>June 30</b>	<b>July 6</b>	July 14
August 7	August 7	August 11	August 17	August 25
September 11	September 11	September 15	September 21	September 29
September 25	September 25	September 29	October 5	October 13
October 23	October 23	October 27	November 2	November 10
November 20	November 20	November 24	November 30	December 8



City of  
HAMILTON

Office of the City Clerk

71 Main Street West, Hamilton, Ontario, L8N 3T4  
Tel. (905) 546-2700 / Fax (905) 546-2095

1997 December 22

The Hamilton Wentworth Roman Catholic Separate School Board  
90 Mulberry Street  
P.O.Box 2012  
Hamilton, Ontario  
L8N 3R9

**Attention:** **Jim Daly, Director**

OFFICE OF THE

DEC 22 1997

DIRECTOR OF EDUCATION

✓ English Language Public District School Board #21  
c/o 100 Main Street West  
P.O. Box 2558  
Hamilton, Ontario  
L8N 3L1

**Attention:** **Merv Matier, Interim Director**

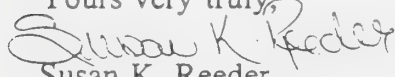
Re: Levy Payments to the Boards of Education

This will confirm that Hamilton City Council, at its meeting held Thursday, 1997 December 11th, approved Section 34 of the First Report of the Finance and Administration Committee, as follows:

34. (a) That the City of Hamilton pay to the Boards of Education amounts levied for school purposes in four quarterly instalments, March 31st, June 30th, September 30th and December 15th of each calendar year, starting from the beginning of the year 1998 as outlined in the Education Quality Improvement Act (Province of Ontario Bill 160 Section 257.11(1) replacing the practice of paying monthly instalments; and,
- (b) That the City provide a copy of the resolution to the Boards of Education advising of the change in the timing of the payments.

Trusting that this confirmation is of assistance to you.

Yours very truly,



Susan K. Reeder

Secretary to the

Finance and Administration Committee

cc A. Ross, Treasurer





Ontario Teachers' Federation

Fédération des enseignantes et des enseignants de l'Ontario

December 17, 1997

Alan A. Greenleaf  
Director of Education  
Wentworth County Board of Education  
357 Wilson St. E. - Memorial Bldg  
Ancaster, Ontario  
L9G 2C1

Dear Alan A. Greenleaf:

**Re: Fee Collection - Proclamation of Sections of Bill 160**

Bill 160, the Education Improvement Act, has received Royal Assent and many of the sections have been proclaimed. Proclamation is the legislative technique used to have all or a portion of an Act come into force at a time other than when it receives Royal Assent.

The sections of the Act naming the affiliates of the Ontario Teachers' Federation bargaining agents for their members is proclaimed effective January 1, 1998. The affiliates have agreed not to invoke the authority to collect fees pursuant to section 47 of the Labour Relations Act prior to March 31, 1998.

Changes to the definition of teacher which exclude principals and vice-principals from statutory membership in OTF and its affiliates and includes occasional teachers as statutory members is proclaimed effective March 31, 1998.

Sections of the legislation which change the authority of OTF to collect federation fees have not been proclaimed.

OTF will continue to collect fees for OTF and the Affiliates until at least April 1998. Fees deducted in December, January, February and March must be on deposit with OTF on or before the 15th of the month next following the month in which they were deducted.

OTF will advise you of any further changes to fee collection procedures.

Yours truly,

A handwritten signature in cursive script that reads 'Susan Langley'.

Susan Langley  
Secretary-Treasurer

c.c. Delia Lynk, Board Payroll Contact



*D I S T R I B U T I O N*





Please Deliver To: WENTWORTH COUNTY BOARD OF EDUCATION



# NEWS RELEASE

## Education Improvement Commission supports strong school boards and changed roles for trustees

December 19, 1997

(Toronto) - The Education Improvement Commission believes that school boards and elected trustees must provide strong leadership in Ontario's restructured school system. In *A Report on the Role of School Boards and Trustees*, released today, the EIC affirms its support for public education and lays out its view of the role of boards and trustees.

In November, trustees were elected for the first time to district school boards. As a result, they have new responsibilities, the Commission believes.

School boards should be accountable for setting overall directions on policies.

"Our report is an important step in changing the school system," said Ann Vanstone, co-chair of the Commission. "All of us at the Commission are big believers in public education and want to see it strengthen, not erode. That's why we don't support the funding of charter schools."

"The trustees' job is changing," added her co-chair, Dave Cooke. "They need to focus on the big picture of education in their communities and not get bogged down in detail. Boards have to provide leadership."

### Highlights of the Report:

- The provincial government should continue to fund schools through school boards and school authorities. It should not fund charter schools.
- School boards should provide overall direction on policy, such as establishing budgets, providing schools, and employing staff.
- Boards of trustees should lead or govern the school system.
- Directors of education should manage and implement policy.
- School boards should be accountable to the public for the results achieved by students, for the money they spend, and for the implementation of provincial policy.

Background information available.

- 30 -

For further information:

Beatrice Schriever  
(416) 325-1079

### Education Improvement Commission

Mowat Block  
13th floor  
900 Bay Street  
Toronto, Ontario  
M7A 1L2

### Commission d'amélioration de l'éducation

édifice Mowat  
13<sup>e</sup> étage  
900 rue Bay  
Toronto (Ontario)  
M7A 1L2

Telephone/Téléphone  
(416) 325-1073  
(800) 344-8582

Fax/Télécopieur  
(416) 325-1080

improvement@  
edu.gov.on.ca

amelioration@  
edu.gov.on.ca

eic.edu.gov.on.ca





# BACKGROUND

December 19, 1997

## Education Improvement Commission

Mowat Block  
13th floor  
900 Bay Street  
Toronto, Ontario  
M7A 1L2

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edu.gov.on.ca

amelioration@  
edu.gov.on.ca

elc.edu.gov.on.ca

*A Report on the Role of School Boards and Trustees* is the second report issued by the Education Improvement Commission. In its first publication *The Road Ahead, a Report on Learning Time, Class Size and Staffing*, it presented its vision of the school system and set the stage for future documents. This second report builds on that vision.

On November 10, trustees were elected for the first time to district school boards, established under *The Fewer School Boards Act, 1997*. The law provides for:

- the creation of new English language boards
- the establishment of a new system of French language governance
- fewer trustees in each board
- a cap on trustees' honoraria

The EIC reviewed relevant research in Canada and other jurisdictions, and met with educational organizations concerned with the work of school boards. Commissioners held consultation meetings in 13 locations in Ontario in October. They spoke with trustees, directors of education, parents, members of school councils, students, teachers and support staff. They received advice on four questions:

- How will the responsibilities of school boards be affected by restructuring?
- What role will trustees play in Ontario's new district school boards?
- How will changing roles for trustees affect other partners in the education system?
- What training and support will trustees need to fulfil these roles?

As a result of these discussions, Commissioners identified four themes upon which they based their 18 recommendations. The Education Improvement Commission supports:

- district school boards that are both publicly funded and governed by publicly elected trustees;
- a publicly funded education system in which the province, district school boards, and school communities all have significant roles to play;
- four distinct and equal systems that share many common goals and responsibilities; and
- a model of school board operation in which the board of trustees focuses on setting policy and monitoring its implementation.



The Commission sees the role of school boards in the context of other groups. Education is a partnership among schools, school boards, and the province. Reform of the system is shifting responsibilities. Given the degree of change, the job of each partner must be clear.

In a future report, the Commission will address the role of school councils.

- 30 -

For further information:  
Beatrice Schriever  
(416) 325-1079



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M7A 1L2

Telephone/Téléphone  
(416) 325-1073  
(800) 344-6582

Fax/Télexcopieur  
(416) 325-1080

improvement@  
edu.gov.on.ca

amelioration@  
edu.gov.on.ca

eic.edu.gov.on.ca

## The Education Improvement Commission

Established by the Minister of Education and Training under the *Fewer School Boards Act* (1997), the Education Improvement Commission is an independent commission with a four-year mandate to oversee the transition to the new system of education governance in Ontario.

The EIC will ensure that new District School Boards are established smoothly so that the transition is invisible to students. It identifies key issues to be addressed by the Minister.

The EIC works with Local Education Improvement Committees, trustees, board officials, teachers and parents.

The Commission's mandate includes the responsibility to provide for the transfer of assets, liabilities and staff from existing school boards to the District School Boards and to oversee a means to resolve disputes.

The EIC also consults, conducts research and makes recommendations to the Minister on a number of matters. In 1998, the EIC will report on the role of school councils.

The EIC reports to the Minister of Education and Training and is composed of two co-chairs, **Dave Cooke**, former Minister of Education and Training, and **Ann Vanstone**, former Chair of the Metro Toronto School Board, and five commissioners:

**Peter Cameron**, senior business executive, whose career spans more than 20 years as a CEO;

**Rémi Lessard**, Past President of l'Association Française des Conseils Scolaires de l'Ontario and former chair of the Hearst District Roman Catholic Separate School Board;

**Betty Moseley-Williams**, a former trustee with the Nipissing District Roman Catholic Separate School Board (1971 to 1997);

**Mearl Obee**, former Director of Education for the Simcoe County Roman Catholic School Board (1989 to 1997);

**Arlene Wright**, former Chair of the Grey County Board of Education and Past President of the Ontario Public School Boards Association.

The EIC's Chief Executive Officer is **Mary Jean Gallagher**, former Director of Education for the Windsor Board of Education.

# Education Improvement

Commission

Mowat Block, 13th Floor  
900 Bay Street  
Toronto ON M7A 1L2

Tel (416) 325-1073  
Fax (416) 325-1080  
1-800-344-6582

# Commission d'amélioration de l'éducation

13<sup>e</sup> étage, édifice Mowat  
900 rue Bay  
Toronto ON M7A 1L2  
Tél (416) 325-1073  
Fax (416) 325-1080  
1-800-344-6582



January 1998

To: Principals:

We are pleased to send you two copies of *The Road Ahead II - A Report on the Role of School Boards and Trustees*, released publicly last month.

The Commission strongly supports public education and wants to see it strengthen, not erode. That's why we want trustees and boards to provide vigorous leadership in the restructured school system.

We wrote this report as part of our mandate to oversee the creation of new District School Boards. Individuals and organizations asked for our advice and we hope that they will find it helpful.

Please keep one copy and give one to the head of your school council.

You may also find this report on the EIC web page at <http://eic.edu.gov.on.ca/>

Sincerely,

Ann Vanstone  
Co-Chair

Dave Cooke  
Co-Chair

Dave Cooke  
Co-chair/Coprésident

Ann Vanstone  
Co-chair/Coprésidente

Peter Cameron  
Commissioner/Commissaire

Rémi Lessard  
Commissioner/Commissaire

Mearl Obee  
Commissioner/Commissaire

Betty Moseley-Williams  
Commissioner/Commissaire

Arlene Wright  
Commissioner/Commissaire

cc: Directors of Education



**Education  
Improvement  
Commission**

Mowat Block, 13th Floor  
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**Commission  
d'amélioration  
de l'éducation**

13<sup>e</sup> étage, édifice Mowat  
900 rue Bay  
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Tél (416) 325-1073  
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December 19, 1997

To: Directors of Education:

We are pleased to send you four copies of *The Road Ahead II - A Report on the Role of School Boards and Trustees*.

The Commission strongly supports public education and wants to see it strengthen, not erode. That's why we want trustees and boards to provide vigorous leadership in the restructured school system.

We wrote this report as part of our mandate to oversee the creation of new District School Boards. Individuals and organizations asked for our advice and we hope that you will find it helpful.

We are asking for your support in ensuring the distribution of this report to schools. In January, when schools re-open, we will send a copy of the report to every principal and every school council. We are enclosing a copy of the letter that will be included in that mailing..

You may also find our report on the EIC web page at <http://eic.edu.gov.on.ca/>

With best wishes for the holiday season,

Ann Vanstone  
Co-Chair

Dave Cooke  
Co-Chair

**Dave Cooke**  
Co-chair/Coprésident

**Ann Vanstone**  
Co-chair/Coprésidente

**Peter Cameron**  
Commissioner/Commissaire

**Rémi Lessard**  
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**Mearl Obee**  
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Mowat Block, 13th Floor  
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Toronto ON M7A 1L2

Tel (416) 325-1073  
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# Commission d'amélioration de l'éducation

13<sup>e</sup> étage, édifice Mowat  
900 rue Bay  
Toronto ON M7A 1L2

Tél (416) 325-1073  
Fax (416) 325-1080  
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December 19, 1997

To: Trustees-elect of new District School Boards:

We are pleased to send you a copy of *The Road Ahead II - A Report on the Role of School Boards and Trustees*.

The Commission strongly supports public education and wants to see it strengthen, not erode. That's why we want trustees and boards to provide vigorous leadership in the restructured school system.

We wrote this report as part of our mandate to oversee the creation of new District School Boards. Individuals and organizations asked for our advice and we hope that you will find it helpful.

In January we will send a copy of the report to every principal and to every school council.

You may also find our report on the EIC web page at <http://eic.edu.gov.on.ca/>

With best wishes for the holiday season,

Ann Vanstone  
Co-Chair

Dave Cooke  
Co-Chair

cc: Directors of Education

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Co-chair/Coprésident

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Mearl Obee  
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Betty Moseley-Williams  
Commissioner/Commissaire

Arlene Wright  
Commissioner/Commissaire

**Ministry of Labour**

Office of the Minister

400 University Avenue  
14th Floor  
Toronto ON M7A 1T7  
Telephone: (416) 326-7600  
Fax: (416) 326-1449

**Ministère du Travail**

Bureau du Ministre

400, avenue University  
14<sup>e</sup> étage  
Toronto (Ontario) M7A 1T7  
Téléphone : (416) 326-7600  
Télécopieur : (416) 326-1449



# Memorandum

**To:** Directors of Ontario School Boards  
Local Education Improvement Committees

**From:** Jim Flaherty  
Minister

**Date:** December 18, 1997

**Subject:** Implementation of the *Public Sector Transition Stability Act, 1997*:  
Construction Industry Regulation

---

The *Public Sector Transition Stability Act, 1997* (Bill 136), was proclaimed in force on October 29, 1997. Attached is a regulation made under Bill 136, filed on December 11, 1997, dealing with construction labour relations issues raised by municipal and school board restructuring.

As you know, hundreds of public sector organizations will be restructuring over the coming months in order to deliver more efficient, effective and affordable services across Ontario. The *Public Sector Transition Stability Act, 1997*, provides the workplace parties with the processes they need to resolve complex labour relations issues that are expected during restructuring, while protecting the rights of employees.

The *Public Sector Labour Relations Transition Act, 1997*, part of Bill 136, contains a power to regulate how the Act will apply to the construction industry. This power was included in the legislation to ensure that issues unique to the construction industry could be addressed appropriately.

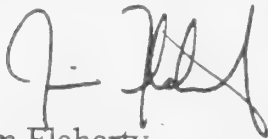
An outstanding issue is whether, as a result of restructuring, existing construction industry bargaining rights held with respect to employees of individual school boards and



municipalities should expand to cover the much larger geographic area of the new, amalgamated employers.

I believe that the attached regulation is a fair and balanced approach to this issue. The regulation provides that a construction union's bargaining rights with respect to a new amalgamated employer are confined to the geographic area occupied by the former school board or municipality for whose employees that union had bargaining rights. This will ensure that existing rights are maintained, but not extended, as a result of restructuring.

Should you have any questions about the regulation or require additional information, please contact Frank Denton, Manager, Broader Public Sector Labour Relations, Ministry of Labour at (416) 325-4891.

A handwritten signature in black ink, appearing to read 'J. Flaherty', written over a horizontal line.

Jim Flaherty  
Minister of Labour

Attachment

REGULATION MADE UNDER THE  
PUBLIC SECTOR LABOUR  
RELATIONS TRANSITION ACT, 1997

CONSTRUCTION WORK

1. (1) If a predecessor employer was a municipality or a school board and a construction union had bargaining rights with respect to a bargaining unit of that employer that contained or would have contained employees who performed construction work, the following apply:

1. The description of the bargaining unit of the successor employer referred to in subsection 14 (1) of the Act shall not include, or be changed under section 22 of the Act to include, employees who perform construction work outside the geographic jurisdiction of the predecessor employer unless the successor employer agrees.
2. Despite sections 15 and 24 of the Act, a collective agreement that bound the predecessor employer immediately before the changeover date does not bind the successor employer with respect to construction work performed outside the geographic jurisdiction of the predecessor employer unless the successor employer agrees.

(2) For the purposes of this section, two or more predecessor employers shall be deemed to be a single predecessor employer if each of them had a bargaining unit containing employees who performed construction work and,

- (a) the same construction union had bargaining rights with respect to each of the bargaining units; or
- (b) construction unions that are affiliated bargaining agents subordinate or directly related to the same

provincial, national or international trade union had bargaining rights with respect to the bargaining units.

2. Sections 31 and 32 of the Act do not apply with respect to a provincial agreement as defined in section 151 of the *Labour Relations Act, 1995*.



LYNN PETERSON  
President



GAIL ANDERSON  
Executive Director

## ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE, 18th FLOOR, TORONTO, ONTARIO M5G 1Y8  
TELEPHONE: (416) 340-2540 • FAX: (416) 340-7571

**DATE:** December 18, 1997  
**TO:** Directors of Education, OPSBA Member Boards  
**FROM:** Judy van Ryn, Manager, Labour Relations/Shared Service Initiatives  
**RE:** *OPSBA Current and Retired Trustees Benefit Plan*

---

In response to requests from trustees, OPSBA has negotiated a voluntary insurance plan for current and retired trustees.

Details of this plan are attached to this letter. We are attempting to reach as many trustees as quickly as possible because of the February 28th deadline for coverage without the medical evidence of insurability. Could you please distribute this to your current and retired trustees as soon as possible. Thank you in advance for your cooperation.

Copies will also be sent with Fast Reports (by mail) and directly to trustees who have requested information.

I'd like to take this opportunity on behalf of the Labour Relations Services and Shared Service Initiatives (Bill Kay, Vicky Skypas and Judy van Ryn) to wish you a healthy and happy holiday season and all the best for the new year.

JvR:k





**ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION**  
439 University Avenue, 18th Floor, Toronto, Ontario M5G 1Y8  
Telephone: (416)340-2540 • Fax: (416)340-7571

**\*\*\* IMPORTANT NEWS REGARDING INSURANCE BENEFITS FOR TRUSTEES \*\*\***

Effective January 1, 1998, due to Bill 160, trustees will no longer be able to participate in the group insurance plans available through their school board. Recognizing the importance of these benefits for trustees, OPSBA has negotiated a voluntary insurance plan through Aetna Canada which will allow trustees to purchase life insurance, extended health care and dental coverage at a **preferred rate**. There will be optional additional life insurance coverage. Trustees can select the plan best suited to meet their needs and budget.

This will be a sponsored group plan with OPSBA as the sponsor. Retired trustees would have to join the OPSBA Benefits Membership at \$10.00 per year in order to be part of the sponsored group. Current trustees are covered as their boards are members of OPSBA.

All trustees are offered a 60 day enrolment period with a deadline of **February 28, 1998**. During this period, trustees under age 64 may enrol in the plan **without having to provide medical evidence of insurability**. Thereafter, any application will require medical evidence of insurability. Trustees 65 - 74 are required to complete a medical evidence of insurability questionnaire and be approved for coverage. Please call 1-888-741-1111 to obtain the necessary form. Coverage will be effective on the date your application is received by Aetna Canada.

Coverage	Preferred Plan	Basic Plan
Life Insurance	Flat Amount: \$25,000	Flat Amount: \$25,000
Accidental Death & Dismemberment	Flat Amount: \$25,000	Flat Amount: \$25,000
Extended Health		
Deductible	• No deductible	• \$50 per person; \$100 per family
Reimbursement	• 90% of first \$2,500 and 100% of expenses over \$2,500	• 80% of eligible expenses
Semi-private Hospital	• 100% reimbursement	• 80% reimbursement
Vision Care	• \$100 every 24 months	• \$100 every 24 months
Hearing Aids	• \$500 every 5 years	• \$500 every 5 years
Para-medical Services	• Maximum \$250 per year	• Maximum \$250 per year
Out-of-Country Medical Coverage	• Included	• Not included
Pay-direct Prescription Drug Card	• Included	• Included
Dental Coverage		
Deductible	• No deductible	• \$50 per person; \$100 per family
Reimbursement	• 80% of Basic Dental Services • 50% of Major Dental Services	• 80% of Basic Dental Services • Not included
Annual Maximum	• \$1,000	• \$1,000
Basic Dental Services: Cleaning, Scalings, Fillings & Extractions	• Included	• Included
Major Dental Services: Crowns, Bridgework & Dentures	• Included	• Not included

**How Do You Enrol?**

Complete the attached enrolment form. Calculate the cost of your coverage based on your age, sex and smoker status using the premium information on the attached sheet, and send the enrolment form along with your premium payment to

**Aetna Life Insurance Company of Canada, Sponsored Markets**

P.O. Box 120, Aetna Tower, T-D Centre

79 Wellington Street West, 11th Floor

Toronto, Ontario M5K 1N9

Tel: 1-800-828-8806 - Fax: (416) 864-8600

If you have any questions, please call  
Aetna's Information Line at 1-888-741-1111.

**YOUR ENROLMENT MUST BE RECEIVED BY AETNA CANADA *BEFORE February 28, 1998* IN ORDER FOR YOU TO PARTICIPATE IN THE PLAN WITHOUT HAVING TO PROVIDE MEDICAL EVIDENCE OF INSURABILITY.**



ONTARIO PUBLIC SCHOOL BOARD ASSOCIATION  
TRUSTEE INSURANCE ENROLLMENT FORM  
LIFE, EXTENDED HEALTH CARE AND DENTAL

Name of Trustee (please print)

Last First Middle

Marital Status Single ☐ Married ☐ Other ☐ Explain \_\_\_\_\_

Have you consumed any tobacco products in any form in the year preceding this application. Yes ☐ No ☐

If the answer is yes, you are considered a smoker and the Life insurance smoker premium rates will apply.

All mail will be sent to your Residence.

Residence Address \_\_\_\_\_

Postal Code \_\_\_\_\_

Telephone #( ) Fax #( ) E-mail Address: \_\_\_\_\_

Business Telephone #( ) \_\_\_\_\_

Beneficiary for Trustee Life: \_\_\_\_\_ Relationship: \_\_\_\_\_

List all proposed insureds (please print)

First Name	Last Name	Health Card No. (OHIP)	Sex	Birth Date DD/MM/YY
Applicant				
Spouse				
Dependent Child				
Dependent Child				
Dependent Child				
Dependent Child				
Dependent Child				

COVERAGE SELECTED

<input type="checkbox"/> Preferred Plan	<input type="checkbox"/> Single	<input type="checkbox"/> Couple	<input type="checkbox"/> Family
<input type="checkbox"/> Basic Plan	<input type="checkbox"/> Single	<input type="checkbox"/> Couple	<input type="checkbox"/> Family

Do you wish to pay monthly by pre-authorized bank withdrawal? If so, please sign the authorization below and attach a cheque payable to Aetna Canada for the first two months' premium. You can save 8% by paying annually, see the premium schedule for more information.

MONTHLY PRE-AUTHORIZED PAYMENT AUTHORIZATION

Please attach a cheque sample marked "VOID"

I hereby authorize Aetna Life Insurance Company of Canada to draw in their favour premiums due for the insurance applied for on this application. This authorization may be cancelled at any time upon written notice by me.

\_\_\_\_\_ Dated \_\_\_\_\_  
SIGN HERE (As you would sign your cheque) Day/Month/Year



## MONTHLY PREMIUM INFORMATION

### LIFE AND ACCIDENTAL DEATH AND DISMEMBERMENT INSURANCE - \$25,000

ATTAINED AGE	NON-SMOKER		SMOKER	
	MALE	FEMALE	MALE	FEMALE
Under Age 30	\$ 3.20	\$ 2.55	\$ 4.25	\$ 3.20
30 to 34	3.20	2.55	4.25	3.20
35 to 39	3.70	3.20	5.35	3.90
40 to 44	5.05	3.70	7.75	5.55
45 to 49	6.95	5.35	11.80	8.60
50 to 54	9.95	7.75	18.30	14.00
55 to 59	14.80	11.30	27.75	21.00
60 to 64	22.35	16.15	43.40	30.70
65 to 69 **	33.95	24.50	66.90	47.20
70 to 74 **	54.10	42.35	107.55	82.45

### PREFERRED EXTENDED HEALTH CARE & DENTAL

	Under Age 30	30 to 39	40 to 49	50 to 59	60 to 64	65 to 74 **
Single	\$ 77.00	\$ 81.00	\$ 88.00	\$ 101.00	\$ 122.00	\$ 160.00
Couple	155.00	162.00	176.00	202.00	245.00	326.00
Family	174.00	202.00	219.00	237.00	267.00	345.00

### BASIC EXTENDED HEALTH CARE & DENTAL

	Under Age 30	30 to 39	40 to 49	50 to 59	60 to 64	65 to 74 **
Single	\$ 61.00	\$ 64.00	\$ 70.00	\$ 82.00	\$ 100.00	\$ 131.00
Couple	131.00	137.00	150.00	172.00	209.00	275.00
Family	147.00	172.00	187.00	202.00	228.00	291.00

\*\* Please note if you are age 65 or over you must complete a health application. Please call 1-888-741-1111.

*Calculate your premium here.*

\$ \_\_\_\_\_ Life & Accidental Death & Dismemberment  
 \_\_\_\_\_ Extended Health & Dental  
 \_\_\_\_\_ Sub-total  
 \_\_\_\_\_ Add 8% PST  
 \_\_\_\_\_ **Total Monthly Premium** (Send a cheque for the first two months' premium)

**Save money** by paying annually. Take the **Total Monthly Premium** above, multiply by 12 and divide by 1.08. Send a cheque for the full annual premium with your enrollment form.

If you are under the age of 65 your enrollment must be received by Aetna Canada **BEFORE February 28, 1998** in order for you to qualify for this insurance without evidence of good health. All those over age 65 must complete a health application. Fully complete the enrollment form and return it with your payment made payable to Aetna Canada in the pre-addressed envelope.

### When Will My Coverage Begin?

Your insurance coverage will begin on the date your application is received by Aetna Canada.

You will receive a detailed plan description, confirmation of coverage and the pay-direct drug card within 60 days of your application being received by Aetna Canada.

If you have questions please call our Information Line at 1-888-741-1111. Ask about the Optional Life and Accidental Death & Dismemberment insurance available to you and your spouse at the same rates that appear at the top of this page.



## Education Improvement

### Commission

Mowat Block, 13th Floor  
900 Bay Street  
Toronto ON M7A 1L2  
Tel (416) 325-1073  
Fax (416) 325-1080  
1-800-344-6582

## Commission d'amélioration de l'éducation

13<sup>e</sup> étage, édifice Mowat  
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Toronto ON M7A 1L2  
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Commissioner/Commissaire

Maarl Obee  
Commissioner/Commissaire

Betty Moseley-Williams  
Commissioner/Commissaire

Arlene Wright  
Commissioner/Commissaire

## Memorandum

December 22, 1997



TO: Chairs and Directors of New District School Boards  
c/o LEIC Coordinators

FROM: Norbert J. Hartmann, Director of Implementation

RE: DESIGNATED DISTRICT SCHOOL BOARDS

The regulation for the Transition from Old Boards to District School Boards has been approved by the Lieutenant Governor. The Ministry of Education and Training will be forwarding a copy of the regulation and a memorandum outlining its major provisions to you shortly.

The transition to district school boards will be accomplished through a two stage process. First, all existing school boards will be merged with, and employees transferred to, designated district school boards. They will subsequently be transferred to district school boards through an order of the Education Improvement Commission. Until these orders are issued, designated district school boards will be required to manage assets, liabilities and employees for themselves and the supported board listed in the attached schedule.

In order to assist boards with these processes, the Education Improvement Commission will be issuing a number of School Board Transition Memoranda and Directives in early January, 1998. These will include:

- ▶ Interim Role of Designated District School Boards
- ▶ Provision of Services to Supported Boards
- ▶ Payment for Services to Supported Boards
- ▶ Resolving Disputes Regarding Payment for Services
- ▶ Request to Transfer Employees, Assets and Liabilities to District School Boards
- ▶ Directives for Resolving Disputes Related to Employees, Assets and Liabilities
- ▶ Directives for A Hearing Before the Commission.

At that time we will also forward revised deadlines regarding the transfer of employees and distribution of assets and liabilities.

Please feel free to call if you have any questions.

*N. Hartmann* *NJC*

Norbert J. Hartmann

cc: Chairs and Directors of Existing School Boards  
Regional Facilitators

encl

[www.edu.gov.on.ca/improvement](http://www.edu.gov.on.ca/improvement) • [improvement@edu.gov.on.ca](mailto:improvement@edu.gov.on.ca) • [amelioration@edu.gov.on.ca](mailto:amelioration@edu.gov.on.ca)

**SCHEDULE 1**

	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
1.	The Timmins Board of Education	1	56
2.	The Kapuskasing-Smooth Rock Falls and District Board of Education/Le conseil de l'éducation de Kapuskasing-Smooth Rock Falls et de son district	1	56
3.	The Hearst Board of Education	1	56
4.	The Cochrane-Iroquois Falls, Black River-Matheson Board of Education	1	56
5.	The Kirkland Lake Board of Education	1	56
6.	The Timiskaming Board of Education	1	56
7.	The Chapleau Board of Education	2	57
8.	The Michipicoten Board of Education	2	57
9.	The Sault Ste. Marie Board of Education	2	57
10.	The Central Algoma Board of Education	2	57
11.	The North Shore Board of Education	2	57
12.	The Hornepayne Board of Education	2	57
13.	The Sudbury Board of Education	3	57
14.	The Espanola Board of Education	3	57
15.	The Manitoulin Board of Education	3	57

	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
16.	The Nipissing Board of Education	4	56
17.	The East Parry Sound Board of Education	4	56
18.	The West Parry Sound Board of Education	4	56
19.	The Kenora Board of Education	5A	57
20.	The Red Lake Board of Education	5A	57
21.	The Dryden Board of Education	5A	57
22.	The Fort Frances-Rainy River Board of Education	5B	57
23.	The Atikokan Board of Education	5B	57
24.	The Lakehead Board of Education	6A	57
25.	The Beardmore, Geraldton, Longlac and Area Board of Education/Conseil de l'éducation de Beardmore, de Geraldton, de Longlac et des environs	6B	57
26.	The Nipigon-Red Rock Board of Education	6B	57
27.	The Lake Superior Board of Education/Le conseil scolaire du Lac Supérieur	6B	57
28.	The Bruce County Board of Education	7	58
29.	The Grey Board of Education	7	58
30.	The Huron County Board of Education	8	58
31.	The Perth County Board of Education	8	58

	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
32.	The Board of Education for the City of Windsor	9	58
33.	The Essex County Board of Education	9	58
34.	The Kent County Board of Education	10	58
35.	The Lambton County Board of Education/Conseil de l'éducation du comté de Lambton	10	58
36.	The Board of Education for the City of London/Le conseil de l'éducation de la ville de London	11	58
37.	The Middlesex Board of Education	11	58
38.	The Elgin County Board of Education	11	58
39.	The Oxford County Board of Education	11	58
40.	The Metropolitan Toronto School Board	12	58
41.	The Board of Education for the City of North York	12	58
42.	The Board of Education for the City of Scarborough	12	58
43.	The Board of Education for the City of Etobicoke	12	58
44.	The Board of Education for the City of Toronto	12	58
45.	The Board of Education for the City of York	12	58
46.	The Board of Education for the Borough of East York	12	58



	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
47.	The Durham Board of Education	13	58
48.	The Northumberland & Clarington Board of Education	14	58
49.	The Peterborough County Board of Education	14	58
50.	The Victoria County Board of Education	15	58
51.	The Haliburton County Board of Education	15	58
52.	The Muskoka Board of Education	15	56
53.	The York Region Board of Education	16	58
54.	The Simcoe County Board of Education	17	58
55.	The Wellington County Board of Education	18	58
56.	The Dufferin County Board of Education	18	58
57.	The Peel Board of Education	19	58
58.	The Halton Board of Education	20	58
59.	The Board of Education for the City of Hamilton/Le conseil de l'éducation de la ville de Hamilton	21	58
60.	The Wentworth County Board of Education	21	58
61.	The Lincoln County Board of Education	22	58
62.	The Niagara South Board of Education/Conseil scolaire de Niagara Sud	22	58

	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
63.	The Haldimand Board of Education	23	58
64.	The Norfolk Board of Education	23	58
65.	The Brant County Board of Education	23	58
66.	The Waterloo County Board of Education	24	58
67.	The Ottawa Board of Education	25	
68.	The Carleton Board of Education	25	
69.	The Lanark County Board of Education	26	59
70.	The Leeds & Grenville County Board of Education	26	59
71.	The Prescott & Russell County Board of Education	26	59
72.	The Stormont, Dundas & Glengarry County Board of Education	26	59
73.	The Lennox & Addington County Board of Education	27	59
74.	The Frontenac County Board of Education	27	59
75.	The Renfrew County Board of Education	28	59
76.	The Prince Edward County Board of Education	29	59
77.	Hastings County Board of Education	29	59
78.	The Hearst District Roman Catholic Separate School Board	60A	30A

	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
79.	The Cochrane, Iroquois Falls/Black River - Matheson District Roman Catholic Separate School Board	60A	30A
80.	The Timmins District Roman Catholic Separate School Board/Le conseil des écoles séparées catholiques du district de Timmins	60A	30A
81.	The Kapuskasing District Roman Catholic Separate School Board/Conseil des écoles séparées catholiques du district de Kapuskasing	60A	30A
82.	The Kirkland Lake-Timiskaming District Roman Catholic Separate School Board/Conseil des écoles séparées catholiques du district de Kirkland Lake - Timiskaming	60A	30A
83.	The Nipissing District Roman Catholic Separate School Board	60B	30B
84.	The Sault Ste. Marie District Roman Catholic Separate School Board	31	61
85.	The Michipicoten District Roman Catholic Separate School Board	31	61
86.	The North Shore District Roman Catholic Separate School Board	31	61
87.	The Chapleau District Roman Catholic Separate School Board	61	31
88.	The Sudbury District Roman Catholic Separate School Board/Le conseil des écoles séparées catholiques romaines de Sudbury	61	32

	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
89.	The Fort Frances-Rainy River District Roman Catholic Separate School Board	33a	62
90.	The Dryden District Roman Catholic Separate School Board	33a	62
91.	The Kenora District Roman Catholic Separate School Board	33b	62
92.	The Lakehead District Roman Catholic Separate School Board/ Le conseil des écoles séparées catholiques du district de Lakehead	34a	62
93.	The Geraldton District Roman Catholic Separate School Board/ Le conseil des écoles séparées catholiques du district de Geraldton	34b	62
94.	The North of Superior District Roman Catholic Separate School Board/ Le conseil des écoles séparées catholiques du district Supérieur Nord	34b	62
95.	The Bruce-Grey County Roman Catholic Separate School Board	35	63
96.	The Huron-Perth County Roman Catholic Separate School Board	36	63
97.	The Windsor Roman Catholic Separate School Board/Le conseil de l'éducation catholique de Windsor	37	63
98.	The Essex County Roman Catholic Separate School Board/Conseil des écoles séparées catholiques du comté d'Essex	37	63



	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
99.	The London and Middlesex County Roman Catholic Separate School Board/Le conseil des écoles catholiques de London et du comté de Middlesex	38	63
100.	The Elgin County Roman Catholic Separate School Board	38	63
101.	The Oxford County Roman Catholic Separate School Board /Conseil des écoles séparées catholiques romaines du comté d'Oxford	38	63
102.	The Kent County Roman Catholic Separate School Board/Conseil des écoles séparées catholiques de Kent	39	63
103.	The Lambton County Roman Catholic Separate School Board /Conseil des écoles séparées catholiques du comté de Lambton	39	63
104.	The Metropolitan Separate School Board /Conseil des écoles catholiques du Grand Toronto	40	64
105.	The Peterborough, Victoria, Northumberland & Clarington Roman Catholic Separate School Board	41	64
106.	The York Region Roman Catholic Separate School Board /Conseil des écoles séparées catholiques de la région de York	42	64
107.	The Dufferin-Peel Roman Catholic Separate School Board /Conseil des écoles séparées catholiques de Dufferin & Peel	43	64

	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
108.	The Simcoe County Roman Catholic Separate School Board	44	64
109.	The Durham Region Roman Catholic Separate School Board/Conseil des écoles séparées catholiques de la région de Durham	45	64
110.	The Halton Roman Catholic Separate School Board/ Conseil des écoles catholiques de Halton	46	64
111.	The Hamilton-Wentworth Roman Catholic Separate School Board/Le conseil des écoles séparées catholiques romaines de Hamilton-Wentworth	47	64
112.	The Wellington County Roman Catholic Separate School Board/Conseil des écoles séparées catholiques de Wellington	48	64
113.	The Waterloo Region Roman Catholic Separate School Board/ Le conseil des écoles séparées catholiques de la région de Waterloo	49	64
114.	The Lincoln County Roman Catholic Separate School Board/ Le conseil des écoles catholiques du comté de Lincoln	50	64
115.	The Welland County Roman Catholic Separate School Board/ Le conseil scolaire des écoles catholiques romaines du comté de Welland	50	64

	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
116.	The Haldimand-Norfolk Roman Catholic Separate School Board/Le conseil des écoles séparées catholiques de Haldimand-Norfolk	51	64
117.	The Brant County Roman Catholic Separate School Board/Le conseil des écoles séparées catholiques du comté de Brant	51	64
118.	The Lanark, Leeds & Grenville County Roman Catholic Separate School Board	52	66
119.	The Prescott & Russell County Roman Catholic English-Language Separate School Board	52	
120.	The Stormont, Dundas and Glengarry County Roman Catholic Separate School Board/Le conseil des écoles séparées catholiques des comtés de Stormont, Dundas et Glengarry	65	52
121.	The Ottawa Roman Catholic Separate School Board	53	
122.	The Carleton Roman Catholic Separate School Board	53	
123.	The Renfrew County Roman Catholic Separate School Board	54	66
124.	The Hastings-Prince Edward County Roman Catholic Separate School Board	55	66
125.	The Frontenac-Lennox and Addington County Roman Catholic Separate School Board	55	66

	Column 1	Column 2	Column 3
Item	OLD BOARDS	DESIGNATED BOARDS	SUPPORTED BOARDS
126.	Conseil des écoles françaises de la communauté urbaine de Toronto/The Metropolitan Toronto French-Language School Council	12	58
127.	Le Conseil des écoles publiques d'Ottawa-Carleton	59	
128.	Conseil des écoles séparées catholiques de langue française de Prescott-Russell	65	
129.	Conseil des écoles catholiques de langue française de la région d'Ottawa-Carleton	66	



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Please Deliver To: WENTWORTH COUNTY BOARD OF EDUCATION

Ministry of Education  
and Training

Deputy Minister

Murray Blinck  
Queen's Park  
Toronto ON M7A 1L2  
Telephone (416) 325-2180  
Facsimile (416) 327-9063

Ministère de l'Éducation  
et de la Formation

Sous-ministre

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2  
Téléphone (416) 325-2180  
Télécopieur (416) 327-9063



MEMO TO: Directors of Education

FROM: Veronica Lacey  
Deputy Minister

DATE: December 16, 1997

SUBJECT: Principal and Vice-Principal Consultation Process

---

As you may be aware, Bill 160 received Royal Assent on December 8, 1997. The Bill contains provisions which remove Principals and Vice-Principals from teachers' collective bargaining units.

The Honourable David Johnson, Minister of Education and Training, sent a memorandum to Chairs of School Boards and Minority Language sections clarifying the status of Principals and Vice Principals and requesting their input through a consultation process (copy attached).

I wish to acknowledge the high value the Ministry of Education and Training places on the Principal and Vice-Principal as educational leaders at the school level in our education system. Principals and Vice-Principals play a key role in the ongoing process of defining a vision for education in Ontario. I am committed to a process of consultation with key stakeholders across the province.

The consultation process will address the following questions:

- what terms and conditions of employment for principals and vice-principals should be in place and how should they be established;
- what are the best practices available in other educational jurisdictions where Principals and Vice-Principals are not members of a bargaining unit; and
- other related issues that would assist in this process.

Three current Principals and a Director of Education have agreed to jointly facilitate the consultation process. They are: Ms Martha Rogers, Director, Wellington County Board of Education who will Chair the committee; Mr. Jack Peckitt from the Halton Board of Education; Mr. Brian Dunn from the Dufferin-Peel Roman Catholic Separate School Board; Ms Anita Barque from the Stormont, Dundas and Glengarry Roman Catholic Separate School Board, French Language Section. They will be charged with providing a report to me and they will be supported by a Ministry of Education and Training Work Group.

We will be contacting the appropriate provincial organizations (see attached list) as soon as possible to begin this process. To provide an opportunity for input from other groups and individuals in addition to the identified provincial organizations, the consultation leaders will schedule a day for consultation in each of the Ministry's districts. A process for requesting time to provide input will be forthcoming through our District Offices.

All participants are requested to provide to the Work Group a written summation of their presentation. These can be mailed to:

Ministry of Education and Training  
900 Bay Street  
7th Floor, Mowat Block  
Toronto, Ontario  
M7A 1L2  
Attention: Principal/Vice-Principal Consultation Process

In addition, an e-mail address and a fax number have been established so that further input may be obtained. The e-mail address is: [pr.vp\\_consultation@edu.gov.on.ca](mailto:pr.vp_consultation@edu.gov.on.ca)  
The fax number is: 416- 325-7247

Following the consultation process, to ensure ongoing input, a reference group representing the provincial organizations will be established. We will be meeting with this group on a regular basis.

Principals and Vice-Principals should have information available to them early in 1998 so they may make informed career decisions prior to April 1, 1998. Therefore, the consultation process will begin as soon as possible and conclude by the end of January, 1998. I request that you share the contents of this memorandum with your staff.

I would like to acknowledge the support of Boards in this process and thank you for your continued professionalism and cooperation.

A handwritten signature in cursive script, appearing to read 'Veronica', written in dark ink.

Veronica Lacey  
Deputy Minister

cc: The Honourable David J. Johnson







Minister

Ministre

**MEMORANDUM TO:**        Chairs of School Boards and of  
                                 Minority Language Sections

**FROM:**                    David J. Johnson

**DATE:**                    November 28, 1997

**RE:**                        Principals and Vice-Principals

---

As you are aware, Bill 160 received third reading yesterday and is scheduled to be voted on this coming Monday. If Bill 160 is passed and receives Royal Assent, principals and vice-principals will be removed from the teachers' collective bargaining units on January 1, 1998. The purpose of this letter is to provide information on the status of principals and vice-principals if Bill 160 is passed and to ask for your co-operation and input through a consultation process on these matters.

As many of you know, Ontario is not the only province that has contemplated removing principals and vice-principals from the teachers' bargaining units. British Columbia and Quebec have already done so.

Moreover, the government is convinced that the proposed education reforms, effective January 1, 1998, will benefit from clear leadership and a management presence provided in schools by principals and vice-principals. The Ontario government feels that this can best be achieved if principals and vice-principals are not in a position which could put their leadership/managerial and union membership requirements in conflict.

The government values and continues to acknowledge the important role that principals and vice-principals have in education. The government is, therefore, committed to ensuring a smooth transition process that would support them in their role.

The following outlines some of the impacts that the proposed Bill 160 provisions would have on principals and vice-principals:

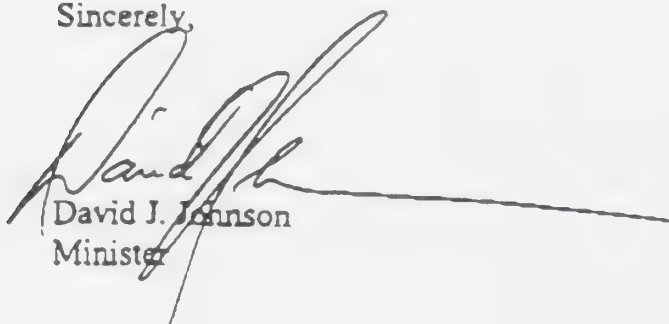
- Principals and vice-principals would still be required to be qualified teachers. Therefore, they would continue to be members of the Ontario College of Teachers.

- Principals and vice-principals would not be in teachers' bargaining units, effective January 1, 1998. They would not be eligible to be members of a union but would be able to form associations.
- As is the case with associations of supervisory officers and other non-unionized staff, boards could recognize associations of principals and vice-principals in order to discuss terms and conditions of employment.
- The employment conditions for principals and vice-principals as outlined in their collective agreement would remain in effect until no later than August 31, 1998. This is intended to protect principals and vice-principals for a sufficient length of time to enable boards and their principals and vice-principals to reach agreement on terms and conditions of employment.
- Principals and vice-principals who wish to return to teaching would be allowed to do so if they submit that request in writing to their school board by April 1, 1998.

I wish to ensure that, if the Bill is passed and we move forward with these changes, the views of principals, vice-principals, school boards and other stakeholders including teachers and parents will be heard. I also wish to confirm that we are interested in working with all concerned stakeholders in order to ensure a smooth transition and that principals' and vice-principals' concerns are addressed. To this effect, if the approval of the Legislature is obtained for Bill 160, I intend to ask Veronica Lacey, the Deputy Minister, to set up a work group that would co-ordinate a consultation process on these issues.

I am confident that you will make all efforts to support your principals and vice-principals through this important transition should this legislation be passed.

Sincerely,



David J. Johnson  
Minister

## PROVINCIAL ORGANIZATIONS TO BE CONSULTED

- Ontario Principals' Association (OPA)
- Catholic Principals' Council of Ontario(CPCO)
- Ontario Secondary School Principals' Council(OSSPC)
- F.W.T.A.O. Principal Group(FPG)
- O.P.S.T.F. Principal Group(OPG)
- L'association franco-ontarienne conseils d'écoles catholiques(AFOCEC)
- L'association française des conseils scolaires de l'Ontario(AFCSO)
- Ontario Public School Boards' Association (OPSBA)
- Ontario Catholic School Trustees' Association(OCSTA)
- Ontario Teachers' Federation (OTF)
- Ontario Federation of Home and School Associations (OFHSA)
- Fédération des associations de parents francophones de l'Ontario (FAPFO)
- Council of Directors of Education(CODE)
- Ontario Public Supervisory Officials' Association(OPSOA)
- Ontario Catholic Supervisory Officers' Association(OCSSOA)
- Association des agentes et agents de supervision franco-ontariens(ASFO)
- Federation of Catholic School Associations(FCSA)
- Ontario Parent Council (OPC)
- Ontario College of Teachers(OCT)
- Education Improvement Commission (EIC)
- Education Quality and Accountability Office (EQAO)
- Advisory Council on Special Education
- Ontario Secondary School Students' Association (OSSSA)
- Ontario Catholic Student Council Federation (OCSCF)
- Fédération de la jeunesse franco-ontarienne (FESFO)
- Ontario Principals' Network (OPN)
- Comité consultatif sur les services à la direction des écoles franco-ontariennes





# BILL 160

# UPDATE

December 17, 1997

Please find attached an update from Hicks Morley Hamilton Stewart Storie on the proclamation of Bill 160. Additional information including a Guide to Bill 160, and updates on Principals and Vice-Principals and OTF Fee Deductions will be sent by priority post from OPSBA shortly. This information should be shared with the Director of Education, Trustees and Labour Relations staff.

For more information: Camille Quenneville, Director of Policy, ext. 128  
Bill Kay, Director of Labour Relations, ext. 118

SECRETARY OF THE BOARD. PLEASE DUPLICATE FOR ALL TRUSTEES, DIRECTOR AND SUPERINTENDENTS



LYNN PETERSON, President • GAIL ANDERSON, Executive Director  
439 University Avenue, 10th floor, Toronto, ON M5G 1Y8 Tel: (416) 340-2540 Fax: (416) 340-7571  
e-mail: [admin@opsba.org](mailto:admin@opsba.org) • <http://www.opsba.org>

**HICKS MORLEY HAMILTON STEWART STORIE**

# Client Update

SCHOOL BOARD REPORT

DECEMBER 17, 1997

**BILL 160 PROCLAIMED IN FORCE**

Cabinet has now issued its Orders setting out the dates upon which different portions of Bill 160 will come into force. The general rule is that the provisions which have not yet been proclaimed will come into force on January 1, 1998. There are, however, five groups of exceptions. [N.B. To be most easily understood, this bulletin should be read in conjunction with our earlier comprehensive "Guide to Bill 160" as well as our two December 10 Client Updates on Principals and Vice-Principals and OTF Fee Deductions.]

**1. STATUTORY TEACHER CONTRACTS AND COMPENSATION**

Bill 160 provides for the elimination of the statutory forms of teacher contracts. It also does away with certain rules concerning teacher compensation (i.e., pay proportionate to days worked, jury duty pay, pay during quarantine). As noted in our Guide to Bill 160, these changes would, if implemented immediately, leave "gaps" in the terms of teacher employment. Cabinet has therefore decided to defer proclamation of these changes until August 31, 1998 to allow the boards and affiliates to negotiate with respect to these issues.

Boards should therefore continue to use the existing forms of teacher contracts in respect of employment commencing at any time up to August 31, 1998.

**2. PRINCIPALS AND VICE-PRINCIPALS**

Bill 160 removes principals and vice-principals both from existing teacher bargaining units and from membership in the OTF. As well, while generally preserving their existing terms and conditions of employment (e.g., salary, vacation entitlement), Bill 160 eliminates entitlement to certain types of benefits (e.g., seniority rights and access to the grievance procedure).

These changes have already been made the subject of court challenges by various teacher federations. These are expected to be heard in early March. Cabinet has now decided to defer the implementation of the provisions regarding exclusion from OTF membership and loss of contractual benefits until March 31, 1998. **This variation does not affect the exclusion of principals and vice-principals from collective bargaining processes (which is effective January 1, 1998).**

### 3. OTF DUES

The provisions of Bill 160 which remove the obligation of boards to remit OTF dues in respect of all teachers do not come into force immediately. Rather, they are deferred until March 31, 1998. Boards should therefore continue to remit dues to OTF until that date. Thereafter, the individual Affiliates can be expected to assert their rights to dues checkoff under Section 47 of the *Ontario Labour Relations Act*.

### 4. CLASS SIZE/INSTRUCTIONAL TIME

As noted in our earlier Guide to Bill 160, new requirements concerning class size and instructional time will result in a need to amend a variety of provisions in teacher collective agreements. Cabinet has delayed the implementation of these changes until August 31, 1998 to allow this bargaining to occur.

### 5. EDUCATION DEVELOPMENT CHARGES

The new provisions relating to FDC's (Division E of Part IX of the Act) will come into force on February 1, 1998.

Undoubtedly, there have been more confusing transitions in the history of law-making, but we have been fortunate enough not to have been involved in them. If you require clarification of any of the matters discussed above, please contact **Michael Hines** (416-864-7248) or **Bruce Stewart** (416-864-7315).

---

#### HICKS MORLEY HAMILTON STEWART STORIE BARRISTERS & SOLICITORS

---

THIRTIETH FLOOR, TORONTO-DOMINION TOWER, BOX 371, T-D CENTRE, TORONTO, ONTARIO M8K 1K8  
TELEPHONE: (416) 362-1011; FACSIMILE: (416) 362-9680

---

WATERLOO CITY CENTRE, 100 REGINA STREET SOUTH, SUITE 200, WATERLOO, ONTARIO N2J 4P8  
TELEPHONE: (519) 746-0411; FACSIMILE: (519) 746-4037

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TALBOT CENTRE, 148 FULLARTON STREET, SUITE 1000, LONDON, ONTARIO N6A 5P3  
TELEPHONE: (519) 433-7515; FACSIMILE: (519) 433-8827

A REPORT ON THE ROLE OF THE SCHOOL BOARDS AND TRUSTEES



RECOMMENDATION # \_\_\_\_\_

STOP...

START...

CONTINUE...



URBAN/MUNICIPAL  
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A33  
1998

## WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Open Session of the Inaugural Meeting of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 5, 1998.

### Those present:

Ray Mulholland, Chair  
Reg Woodworth, Vice-Chair  
Judith Bishop  
Heather Bullock  
Janice Dewar  
Wes Hicks  
Eleanor Johnstone  
Lillian Orban  
Laura Peddle  
Joe Rogers  
Bruce Wallace

URBAN MUNICIPAL

MAY 7 1998

GOVERNMENT DOCUMENTS

### In attendance:

Allan A. Greenleaf, Director of Education and Secretary-Treasurer  
Ken Bain, Interim Assistant Superintendent of Schools  
Elizabeth Bond, Superintendent of Program  
Krys Croxall, Superintendent of Schools  
Pat Gillie, Superintendent - Administrative and Operational Services  
Don Grant, Comptroller of Finance  
Wayne Joudrie, Superintendent of Schools  
Merv Matier, Superintendent of Transitional Services  
Murray Quinn, Superintendent of Schools  
Debbie Russon, Interim Superintendent of Human Resources  
Stew Thompson, Assistant Superintendent of Schools  
Janice Tomlinson, Interim Assistant Superintendent of Program  
Lucy Veerman, Acting Senior Financial Officer  
Ken Waters, Superintendent of Schools

The Chair called the meeting to order at 7:35 p.m.

### OPENING READING/PRAYER

R. Mulholland asked the members for their input regarding commencing Board meetings with prayer or the singing of O'Canada.

In response to a question, R. Mulholland indicated that, rather than sit where Chairs in the past have resided over meetings, it was his preference to sit at the Committee Table when Chairing the meetings of the Board

### APPROVAL OF MINUTES - DECEMBER 17, 1997

A. Greenleaf asked that the minutes reflect that W. Joudrie, Superintendent of Schools, was present at the meeting of December 17th.

**RESOLUTION #98-1: IT WAS MOVED BY W. HICKS, SECONDED BY R. WOODWORTH THAT THE MINUTES OF DECEMBER 17, 1997 BE APPROVED AS AMENDED.**

**CARRIED.**

**BUSINESS ARISING FROM THE MINUTES**

Nil.

**APPROVAL OF AGENDA**

B. Wallace requested that "Adopting of the Committee-of-the-Whole Report" be added as item 9.(a).

**RESOLUTION #98-2: IT WAS MOVED BY R. WOODWORTH THAT THE AGENDA BE APPROVED AS AMENDED.**

**CARRIED.**

**PROCESS RE DETERMINATION OF SPECIAL COMMITTEE REPRESENTATION**

R. Mulholland drew the members' attention to the Committees requiring trustee representation and indicated that membership will be determined on Thursday, January 8, 1998.

**OPSBA REPRESENTATION**

B. Wallace drew the members' attention to the material attached to the agendas and, while noting that there are structural changes to be effected within the organization, it is important that representation from this Board be established as soon as possible.

Following some discussion, the following appointments were adopted:

**RESOLUTION #98-3: IT WAS MOVED BY L. ORBAN, SECONDED BY E. JOHNSTONE**

**(a) THAT J. BISHOP BE THE VOTING DELEGATE AND H. BULLOCK THE ALTERNATE DELEGATES, AND**

**(b) THAT R. MULHOLLAND AND B. WALLACE BE APPOINTED TO THE OPSBA BOARD OF DIRECTORS.**

**CARRIED.**

**CHAIRING OF THE COMMITTEE OF THE WHOLE BOARD SESSIONS**

R. Mulholland stated that he would like the Vice-Chair of the Board to Chair the meetings of the Committee of the Whole. He added that should the Board remain meeting in a Committee of the Whole format for a period of time, he would ask that the members to Chair the meetings on a rotation basis.

**CHAIRMAN'S REPORT**

R. Mulholland extended an invitation for all to stay for the Inaugural of the Board immediately following this meeting.

**ADOPTION OF THE COMMITTEE OF THE WHOLE BOARD IN-CAMERA SESSION REPORT**

**RESOLUTION #98-4:** IT WAS MOVED BY R. WOODWORTH, SECONDED BY H. BULLOCK THAT THE COMMITTEE OF THE WHOLE BOARD IN-CAMERA SESSION REPORT BE ADOPTED AS FOLLOWS:

**JOB RE-EVALUATION**

IT WAS MOVED BY H. BULLOCK: THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE RE-CLASSIFICATION OF THE PERSONNEL ASSISTANT AS RECOMMENDED BY THE LOCAL EDUCATION IMPROVEMENT COMMISSION AND THAT IT BE RETROACTIVE TO SEPTEMBER 1, 1996.

To the report, CARRIED.

**OPSBA REPORT**

B. Wallace referenced the Report from the Education Improvement Commission in which one of the recommendations is that the district school boards join their provincial association and he pointed out the vital role OPSBA would play in providing ongoing training/support for trustees which is another component promoted by the EIC.

B. Wallace indicated that the Wentworth County Board of Education had agreed to pay its membership fees for the stub year and added that he will make a motion at the January 8, 1998 Committee of the Whole meeting that the fees for the Hamilton Board of Education portion (stub year) be paid. He noted that it is believed there will be a "sweater" of funding designated for professional organizations when the government releases its new funding structure.

B. Wallace responded to questions that Wentworth County's fee was \$26,000, including GST. While there was no information available at this meeting regarding the amount of Hamilton's stub year fee, it was estimated the annualized fee was \$70,000.

B. Wallace agreed to have information available on Thursday relative to the services OPSBA provides for member boards. B. Wallace also clarified that the Sudbury Board of Education has not opted out of membership from OPSBA; rather, it has stated its objection to the action OPSBA took in challenging the government's proposal on constitutional grounds.

**CORRESPONDENCE****SEVEC RE DISCONTINUATION OF PROGRAM**

**RESOLUTION #98-5:** MOVED BY R. WOODWORTH, SECONDED BY B. WALLACE THAT THE CORRESPONDENCE FROM THE SOCIETY FOR EDUCATIONAL VISITS AND EXCHANGES IN CANADA (SEVEC) PROGRAM BE RECEIVED AND THAT THE DIRECTOR OF EDUCATION AND SECRETARY-TREASURER WRITE THE MINISTER OF EDUCATION AND TRAINING EXPRESSING THIS BOARD'S DISAPPROVAL OF THE CANCELLATION OF THE SEVEC PROGRAM.



R. Woodworth clarified that the Wentworth County Board of Education used this program particularly for exchange visits with Quebec. He indicated that there was much positive and appreciative feedback received from students who participated and thus the reason for objecting to the programs withdrawal.

To the motion, **CARRIED.**

#### **OFSAA RE VALUE OF SCHOOL SPORTS**

**RESOLUTION #98-6: MOVED BY J. BISHOP, SECONDED BY H. BULLOCK THAT THE CORRESPONDENCE FROM THE OFSAA RE VALUE OF SCHOOL SPORTS BE REFERRED TO THE COMMITTEE OF THE WHOLE MEETING.**

It was suggested that consideration be given to striking an ad hoc committee with representation from the President of the Student Advisory Committee. This is a serious issue that needs to be addressed and a united position taken regarding the tradition of athletics in our schools. If a committee is struck, the work of the Education Sub-Committee of the Local Education Improvement Committee which reviewed potential issues and developed some recommendations in this area should be referenced.

When a member spoke to remembering to focus on the total child and the importance of the Board looking at other cultural aspects that impact on all co-curricular activities, R. Mulholland suggested these issues can be raised as future agenda items if trustees so wish.

To the motion, **CARRIED.**

#### **CITY OF HAMILTON RE LEVY PAYMENTS TO BOARDS OF EDUCATION**

**RESOLUTION #98-7: IT WAS MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT THE CORRESPONDENCE FROM THE CITY OF HAMILTON RE LEVY PAYMENTS TO BOARDS OF EDUCATION BE REFERRED TO THE COMMITTEE OF THE WHOLE.**

A verbal report from the Officials on the implications and impact on the Board's line of credit and investments was requested.

To the motion, **CARRIED.**

#### **EQAO RE APPRECIATION**

J. Bishop extended the Board's congratulations to Mary Lou Kestell on her involvement in and contributions to the development of the Grade 9 Provincial Mathematics Assessment materials.



**OTHER CORRESPONDENCE**

**RESOLUTION #98-8: IT WAS MOVED BY E. JOHNSTONE, SECONDED BY L. ORBAN THAT THE FOLLOWING CORRESPONDENCE WHICH REQUESTS TRUSTEE ATTENDANCE BE REFERRED TO THE COMMITTEE OF WHOLE MEETING ON JANUARY 8, 1998:**

- (a) DUNBAR ASSOCIATES RE CONFLICT OF INTEREST SEMINAR,**
  - (b) MINISTRY OF EDUCATION AND TRAINING RE BILL 160 INFORMATION SESSIONS AND**
  - (c) OPSTF PROVINCIAL RE FEDERATION DUES AND PROGRAMS.**
- CARRIED.**

It was clarified for the members that the issue of accommodation raised by the correspondence from the Flamborough School Councils will be considered when the Board deals with the recommendations of the LEIC.

**PUBLIC QUESTIONS OF CLARIFICATION**

When R. Mulholland asked if there were questions of clarification from the audience, Joyce Stirling noted that it was difficult to hear some of the trustees' comments during the discussions.

R. Mulholland announced that this meeting would now recess and reconvene in the Main Auditorium of the Education Centre.

The members joined the many guests, staff, family and friends in the auditorium for the second half of the proceedings.

The Director and Secretary-Treasurer of the Board introduced Ray Mulholland as Chairman of The Hamilton-Wentworth District School Board and Reg Woodworth as Vice-Chairman of the Board.

R. Mulholland then called on Dr. John Johnson to give the invocation. Regional Chairman Terry Cooke, Mayor Robert Wade, representing the Town of Ancaster and Regional Municipalities, Alderman Dave Wilson, representing the City of Hamilton, Pat Daly, Chairman-Elect, Hamilton-Wentworth Catholic District School Board each brought greetings to the new Board.

R. Mulholland then called on R. Woodworth, Vice-Chair, to make some introductory comments.

R. Mulholland then delivered his Inaugural Address (attached). At the conclusion, he extended an invitation to the members and guests to stay and partake of refreshments.

The meeting then adjourned.



# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## COMMITTEE OF THE WHOLE BOARD MEETING

JANUARY 8, 1998

8:00 p.m.

### A G E N D A

8:00 p.m.

1. Call to Order
2. Approval of Agenda

### ACTION ITEMS:

3. Tabled Motion re: Trustee Expense/Travel Allowance Policy
4. S.E.A.C. Appointments (23)
5. Standing/Special Committee Structure
6. Application for Approval of Agreement
7. Rental Request re: Jerseyville School
8. Invoice re: 1998 Ham. District Science & Engineering Fair
9. Recommended Process for Determining Staff Placement
10. Impact of Change of Payment Schedule
11. Senior Administrative Model
12. School Trip Requests
13. Approval of LEIC Recommendations
14. Notice to Negotiate
15. Trustee Representative - Selection Committee

- W. Joudrie/  
K. Croxall
- R. Mulholland
- D. Grant
- D. Grant
- A. Greenleaf
- D. Russon
- L. Veerman
- A. Greenleaf
- Superintendents
- M. Matier
- D. Russon
- K. Croxall

### CORRESPONDENCE:

16. Ancaster Alliance Church re: Rental Request
17. Colin Macdonald Alternative School re: Rental Request

### DISTRIBUTION:

18. Draft Senior Administrative Role Descriptions
19. OFSAA Report re: Impact of Changes/Structure/Functions of School Boards

### BOARD REFERRALS:

20. Dunbar Associates re: Conflict of Interest Seminar
21. MET re: Bill 160 Information Sessions
22. OPSTF Provincial (2) re: Federation Dues/Programs
23. OFSAA re: Value of School Sports
24. City of Hamilton re: Levy Payments to Boards of Education

### Future Meetings:

Regular Board	January 15, 1998	8:00 p.m.
S.A.L.E.P.	January 21, 1998	1:00 p.m.
Committee of the Whole	January 22, 1998	8:00 p.m.
Regular Board	January 29, 1998	8:00 p.m.





*A C T I O N   I T E M S*



#3

TABLED MOTION:

RESOLUTION #97-23: IT WAS MOVED BY J. BISHOP, SECONDED BY B. WALLACE THAT THE FOLLOWING MOTION BE TABLED TO THE JANUARY 8TH COMMITTEE OF THE WHOLE BOARD MEETING:

IT WAS MOVED BY R. WOODWORTH, SECONDED BY H. BULLOCK THAT THE WENTWORTH COUNTY BOARD OF EDUCATION'S TRAVEL ALLOWANCE POLICY BE ADOPTED FOR USE BY THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD.

## EXPENSE CLAIM REIMBURSEMENT

### POLICY STATEMENT:

It is the policy of The Wentworth County Board of Education to reimburse personnel for reasonable costs incurred while on Board business, in accordance with the Administrative Regulations.

### ADMINISTRATIVE REGULATIONS:

1. The overriding principle covering reimbursement of expenses is that personnel shall be reimbursed the actual cost for reasonable expenses. Reimbursement will include costs incurred by personnel for registration fees, travel, long distance charges, meals, and accommodation when attending approved conferences, conventions, seminars, and workshops. In addition, personnel working beyond the normal dinner hour may submit claims for meal expenses, subject to prior approval from the appropriate superintendent.

### 2. EXPENSES:

- (i) Registration Fees  
as required

- (ii) Travel  
Employees are encouraged to travel by the most economical mode whenever feasible. Travel costs by private automobile will be reimbursed for kilometers travelled at the rate established in the Board Vehicle Travel Allowance Policy.

All other modes of travel will be approved at the economy rate. For distances in excess of a radius of 150 km, the Board will reimburse the lesser of the cost for private automobile or the economy rate for air or train fare.

- (iii) Long Distance Telephone Charges  
as incurred



(iv) Meals

The cost of meals will be reimbursed up to the following:

Breakfast	\$ 5.00
Lunch	8.00
Dinner	17.00
or per diem	30.00

(v) Accommodation

Where overnight accommodation is required, the cost of the room will be paid. Other expenses such as parking and telephone calls for Board business will be paid.

3. CLAIM PROCEDURES:

Claims for expenses shall be submitted for approval to the Superintendent of Business and Finance on the appropriate form. Original receipts are required to support all claims. Statements must be signed by the claimant and the appropriate superintendent before submission to the Superintendent of Business and Finance for payment. Claims not submitted by January 15 of the year following the year in which the cost was incurred will not be processed.

4. ANNUAL REVIEW:

This Policy and Administrative Regulations shall be reviewed annually by the Business Management Committee. Any proposed changes in rates shall be approved by the Board in sufficient time for implementation of the change on January 1 each year.

MOTOR VEHICLE TRAVEL ALLOWANCEPOLICY STATEMENT

It is the policy of The Wentworth County Board of Education to provide reimbursement for the use of personal automobiles on Board business, in accordance with the administrative regulations.

ADMINISTRATIVE REGULATIONS:

When an employee of the Board uses a personal automobile for Board business and that employee is to be reimbursed for the use of the personal automobile, the employee shall be reimbursed at a rate to be determined by the following conditions and formula:

1. All employees shall be reimbursed at the same rate
2. The rate shall be reviewed by the Superintendent of Business and Finance:-
  - a) Annually, in time for implementation of change, if applicable on January 1 of each year, **AND**
  - b) in the event of increases in the price of gasoline which, cumulatively total five cents per litre or more, the gasoline portion of the formula shall be adjusted.
3. The formula for determining the rate shall be:  
Total cost of Operation of Vehicle - Average Kilometers Driven Per Year, rounded to the nearest 1¢ (.5 and over, rounded up; less than .5, rounded down)

where

"Average kilometers driven per year" shall equal the average kilometers driven per year used in the most recent statistics on car costs published by the Canadian Automobile Association.

"Total cost of operation of Vehicle" shall be the sum of the following costs:

- a) Insurance:  
The average of rates obtained from the following three insurance companies to insure the selected class of vehicle (see (h) below) for coverage of \$25 deductible comprehensive, \$100 deductible collision and \$500,000 property damage and liability:

The General Accident Group  
The Royal Insurance Co.  
The State Farm Insurance Companies

b) License and registration of selected class of vehicle.

c) Depreciation:

Based on - average list price less 10% plus taxes, times 50% and divided by 3 years:

$$\frac{\text{Price} \times .5}{3}$$

d) Cost of Money:

Based on - average list price less 10% plus taxes, times 50% times the interest rate on borrowings available from the Hamilton Teachers' Credit Union Limited.

$$\text{price} \times .5 \times \text{interest rate}$$

e) Maintenance Costs:

To be the most recent average statistics published by the Canadian Automobile Association.

f) Tire Costs:

To be the most recent average statistics published by the Canadian Automobile Association.

g) Gasoline:

Average kilometers per 100 litres of gasoline to be the most recent statistics published by the Canadian Automobile Association for the selected class of car.

The price of gasoline to be the average price of unleaded gasoline over the following 6 types of service outlets:

Esso, Petro Canada, Gulf, Pioneer, Shell and Texaco

h) Vehicle List Price:

Vehicle List Price to be average list price from local dealers, less 10% (Chevrolet, Chrysler, Ford) of any intermediate class 6 cylinder car equipped with automatic gear shift, power steering and power brakes, delivered.

RATE equals total costs (a to f) divided by average kilometers per year, plus the gasoline costs (g) per kilometer.





THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

#4

To: Allan A. Greenleaf, Director of Education  
From: Wayne Joudrie, Superintendent of Schools  
Date: January 5, 1998  
Subject: Appointment to Special Education Advisory Committee

Recommended Actions:

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that Carmela Vidic be appointed a "Member at Large" of the Special Education Advisory Committee.

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that Hal Bushey be appointed the representative of CHOICES on the Special Education Advisory Committee.

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that David Bucsis be appointed the representative of the Learning Disabilities Association of Hamilton-Wentworth and Tom Parker as alternate on the Special Education Advisory Committee.

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that Beverly Pupols be appointed the representative of the Down Syndrome Association of Hamilton on the Special Education Advisory Committee.

Rationale:

See attached letters of request.

*WJoudrie*

WJ/aj

Approved for distribution  
by the Director.

Signature: *Allan A. Greenleaf*

Date: *1997.01.06*

Education Centre  
1998 01 08

To the Chairman and Members  
The Hamilton-Wentworth District School Board

Ladies and Gentlemen:

(a) That the following representatives and alternate representatives from community organizations be appointed as Members to the Special Education Advisory Committee (SEAC), for a period of three years, effective 1998 01 01 to 2000 11 30:

<u>REPRESENTATIVE</u>	<u>ALTERNATE</u>	<u>ASSOCIATION</u>
Beverly Shepard	Arlene Kappheim	Association for Bright Children
Vicky Wylson-Sher	Teresa Simms-Obidi	Autism Society Ontario, Hamilton-Wentworth Chapter
To be determined		Canadian National Institute for the Blind
Carmela Vidic		Children and Adults with Attention Deficit Disorders
Beverly Pupols	Lisa Innes	Down Syndrome Association of Hamilton
Bryan Shields		Hamilton Association for Community Living
Linda Burns		Hamilton Council of Home and School Associations
Nalda Dalziel		Hamilton District Society for Disabled Children
Victoria E. Kerr Jaskiewicz		Hamilton and District Easter Seals Parent Delegate Group
Sue Bramberger	Catharine Flatt	Hamilton-Wentworth Community Care Access Centre
David Buccis	Tom Parker	Learning Disabilities Association of Hamilton-Wentworth
Thomas Must	Donna Lazar	Ontario Association for Families of Children with Communication Disorders
Dr. Linda Archer		Ontario Psychological Association
Charlotte Vlahovich		The Children's Aid Society of Hamilton-Wentworth

Note: The Hamilton-Wentworth Communication Collective will not have representation to SEAC at this time as the Association was unable to find a representative within the Hamilton-Wentworth area.

Respectfully submitted,

Allan A. Greenleaf  
Director of Education and Secretary - Treasurer

December 1, 1997

Mr. Allan Greenleaf, Director Designate  
The Hamilton Wentworth District School Board  
357 Wilson Street East  
Ancaster, Ontario  
L9G 4B7

Dear Mr. Greenleaf:


I am writing to request that I continue to retain my position, as a member at large on the Special Education Advisory Committee for the term commencing January, 1998.

I have the required qualifications to be elected as a member of the Special Education Advisory Committee which are: I am a Canadian Citizen, I have reached the full age of eighteen years, a resident within the area of jurisdiction of the Board, a public school board elector and I am not an employee of this Board.

I have been an active member of SEAC since February, 1995. My involvement on the Committee has been rewarding and productive. It has been a pleasure to work with the other SEAC members, and Board personnel in ensuring that the needs of special children are being met. The SEAC for this Board has been committed to advocating for special needs students. I would be honoured to continue to participate on their behalf.

I look forward to your decision.

Sincerely,



Carmela Vidic, SEAC Member At Large  
28 Twinoaks Crescent  
Stoney Creek, Ontario  
L8J 2E7  
Bus. (905) 546-2222  
Res. (905) 573-9305

# CHOICES

Supporting People with Developmental Disabilities  
459 Ofield Rd S., RR#2  
Dundas, ON L9H 5E2

(905) 628-6147  
Fax: (905) 628-6175  
E-Mail: [choices@dhagencies.on.ca](mailto:choices@dhagencies.on.ca)

November 30, 1997.

Mr. Allan Greenleaf  
Secretary,  
Wentworth County Board of Education  
357 Wilson Street,  
Ancaster, ON

Dear Mr. Greenleaf:

CHOICES, formerly the North Wentworth Association for the Mentally Retarded, wishes to nominate Mr. Hal Bushey as their representative on the Special Education Advisory Committee. Mr. Bushey is a Canadian citizen living in the Town of Flamborough and is over the age of eighteen years.

Sincerely,



Karen Santor  
President.





WE ALL LEARN  
DIFFERENTLY

# LEARNING DISABILITIES ASSOCIATION OF HAMILTON - WENTWORTH

255 WEST AVE. NORTH - HAMILTON, ONTARIO L8L 5C8  
TELEPHONE (905) 523-1332 FAX (905) 523-6311

November 18, 1997

Mr. Allan Greenleaf  
Director and Secretary of the Board  
Wentworth County Board of Education  
357 Wilson Street East  
Ancaster, Ontario  
L9G 4B7

Dear Sir:

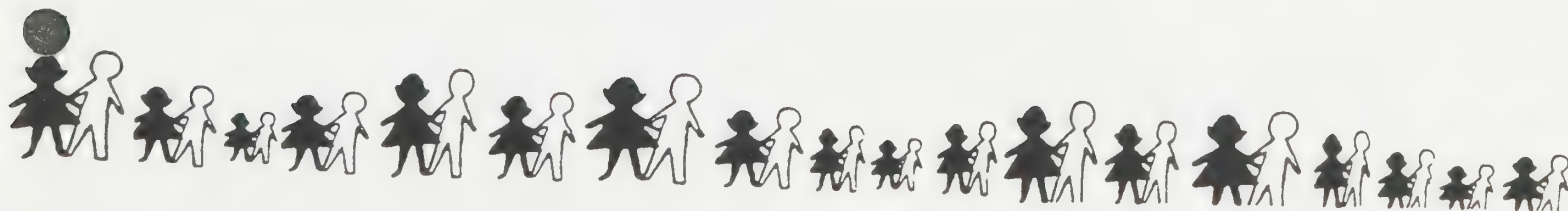
The Learning Disabilities Association of Hamilton-Wentworth would like to nominate David Bucsis as our representative to sit on S.E.A.C. of the new board. David meets all the requirements as set out by the Education Act. He is a Canadian citizen over the age of 18, and he resides and pays taxes to the City of Hamilton. His address is 55 Rowntree Drive, Hamilton, Ontario L8W 2N1.

As alternate, we would like to nominate Tom Parker. He also fulfills the requirements as set out above and resides at 62 Little John Road, Dundas, Ontario L9H 4G7.

If you have any questions, please do not hesitate to contact our office.

Yours very truly,

Valerie S. Henschel  
Staff





**DOWN  
SYNDROME  
ASSOCIATION  
OF  
HAMILTON**

POST OFFICE BOX 117  
STATION 11  
HAMILTON, ONTARIO  
L8N 4S1S

November 12, 1997

**Letter of Recommendation**

Dear Mr. Greenleaf,

The Down Syndrome Association of Hamilton has chosen Mrs. Beverly Pupols as our representative for the soon to be amalgamated Hamilton-Wentworth District Public School Board. We have also chosen an alternate, Mrs. Lisa Innes.

Mrs. Pupols has been our SEAC representative with the Wentworth Board for several years and is pleased to continue in her role. Mrs. Innes is our current representative with the Hamilton Public School Board, and will assist Mrs. Pupols as needed.

Please contact myself (388-5904) or Mrs Pupols if further information is required.

Thankyou

Heather Pepper



**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD** #5

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

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1998 01 06

Fellow Trustees:

The attached list of Committees requiring Trustee appointments is provided with the additional information as requested at last evening's meeting. Trustees who have indicated their willingness to serve on a Committee are so noted. It is the intent to confirm these appointments at the Committee-of-the-Whole meeting on Thursday, 1998 01 08.

Please note that the latter seven Committees are *in addition* to the list distributed with Monday's agenda.

If you have an interest in serving on a Committee, please advise Ruth (527-5092, Ext. 2201) by the end of Wednesday, 1998 01 07. Should there be more trustees willing to serve on a Committee than is required, appointments will be made by election.

Thank you

  
Ray Mulholland  
Chair

COMMITTEE	TRUSTEES REQUIRED	MEETING TIMES	TRUSTEES INTERESTED	APPOINTMENTS
Wentworth County Home and School Association (W)	1	monthly - Tuesday evenings	Trustee Wallace	
Hamilton Home and School Association (H)	1	monthly - Monday evenings	--	
Staff Development Committee (W) City of Hamilton	1	daytime	Trustee Bishop	
Parks and Recreation Committee of City Council	2	monthly - 9:30 on Tuesdays	Trustee Johnstone	
Planning and Development Committee of City Council	1	monthly - 9:30 on Wednesdays	Trustee Hicks	
Transport and Environment Committee of City Council	1 staff	monthly - 9:30 on Mondays	Staff: Daryl Sage	
Hamilton Safety Council (H)	1 staff	daytime	Staff: Daryl Sage	
Umbrella Board of Family and Child Care Centres (H)	1 staff members	daytime	Trustee Bishop	
Hamilton Teachers' Federation Relations (H)	2 and 2 staff members	daytime	Trustee Mulholland Staff: Lynn Howard and Grace Roberts	
Ontario Secondary School Teachers' Federation Relations (H)	1	monthly - late afternoons	--	
Canadian Union of Public Employees Relations (H)	1	monthly - late afternoons	--	
Principal/Vice-Principal Promotion Process (H) Validation Committee	1	monthly - daytime	--	
Promotion Process Review Committee	2	daytime	--	
Performance Appraisal System, System Steering Committee (H)	2	daytime	--	
Selection of Learning Materials (Central Review Committee) (H)	2	daytime	Trustee Orban	
Calendar Committee (H)	2	daytime	--	

1998 01 06



COMMITTEE	TRUSTEES REQUIRED	MEETING TIMES	TRUSTEES INTERESTED	APPOINTMENTS
Co-operative Education Advisory Committee (W)	1	4 times per year - lunchrooms	Trustee Orban	
Employee Assistance Program (W)	1	monthly	-	
Joint Advisory Committee (W)	4 (maximum)	monthly - daytime third Tuesdays	Trustee Johnstone Trustee Bishop Trustee Orban	
Ontario Public School Boards' Association (W/H)	4	4 times per year Fridays/Saturdays		<u>Voting and alternate</u> <u>delegate:</u> Trustees Mulholland and Bullock <u>Director and</u> <u>Alternate:</u> Trustees Mulholland and Wallace
School Transportation Safety Committee (W)	1	monthly or at call of Chair	-	[1998 01 05 Board]
Salary Committee (W/H)	5	as required daytime/evenings	Trustee Hicks Trustee Bullock Trustee Wallace Trustee Orban	
Special Education Advisory Committee (W/H)	3	monthly - evenings (dates to be determined)	Trustee Bishop - -	
S.A.L.E.P. (H/W)	5	daytime - approx. once a month or as required	Trustee Rogers Trustee Bishop Trustee Orban - -	
Joint Occupational Health and Safety Committee (W)	2	monthly - Wednesday afternoons	Trustee Wallace -	





# THE WENTWORTH COUNTY BOARD OF EDUCATION

THE MEMORIAL BUILDING, 357 WILSON STREET EAST, ANCASTER, ONTARIO L9G 4B7  
TELEPHONE (905) 523-8621 FAX (905) 648-5583

23 December 1997

#6

Norbert J. Hartmann, Director  
Implementation, Financial Management and Accountability  
Education Improvement Commission  
Mowat Block, 13th Floor  
900 Bay Street  
Toronto, Ontario  
M7A 1L2

Dear Norbert Hartmann:

**Re: Application for Approval of Agreement/Contract:  
Honeywell Energy Reduction Program at Ancaster High School**

Honeywell Limited has presented to The Wentworth County Board of Education a proposal that would bring the level of comfort, technology and efficiency at Ancaster High School much closer to the levels presently experienced at the Board's newer secondary facilities. The project provides for a capital improvement investment of \$324,700. into Ancaster High School to be funded from energy savings guaranteed by Honeywell within a 10 year time frame. The savings would be reconciled on an annual basis without the Board's operational budget being negatively impacted in any year of the program's contract.

Accordingly, The Wentworth County Board of Education approved the following resolution:

**That The Wentworth County Board of Education proceed with the energy management proposal for Ancaster High School presented by Honeywell.**

It should be noted that the L.E.I.C. for District School Board #21 is no longer meeting and consequently the L.E.I.C.'s endorsement of this proposal has not been sought. Under these circumstances would you please advise whether or not such approval is in fact required under E.I.C. Directives prior to proceeding.

The attached Financial Overview provides a summary of the costs and savings anticipated for each year of the agreement. In addition, also attached is a copy of Honeywell's presentation notes providing what we believe to be a strong business case for this initiative.

Your earliest consideration of this project would be appreciated.

Yours very truly,

**The Wentworth County  
Board of Education**

Allan A. Greenleaf,  
Director of Education and Secretary

DG/GdeJ  
encl.

pc. D. Grant, Comptroller of Finance and Treasurer



## Financial Overview

### Ancaster High & Vocational School

## 1.0 Financial Overview

Implementing a Performance Contract offering from Honeywell will significantly reduce the Board's current utility costs. These utility cost reductions will be fully guaranteed by Honeywell and will be sufficient to pay for improvements within the specified period without any negative impact on cash flow and current budgets, given the assumptions provided by the Board.

The project recognizes a simple payback of 7.6 years. A ten year financed term pays out the project completely with interest imputed at a rate 6.5%. At the option of the Board, Honeywell would be pleased to introduce some of the financial institutions very familiar with the Honeywell Performance Contracting.

A summary of the annual financial impact over the ten year term of the program is enclosed in Table 1-1. The opening balance considers the interest<sup>1</sup> accumulated during the implementation or construction period of the project.

**Table 1-1: Financial Performance Summary**

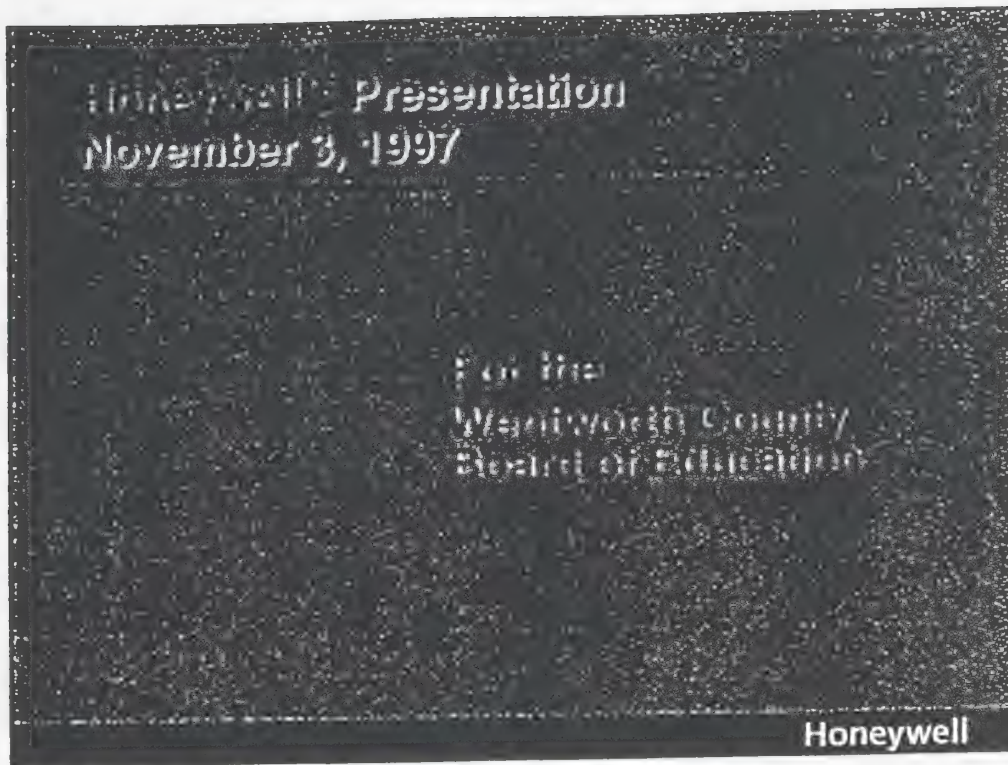
Year	Energy & Operational Savings <sup>2</sup>	Interest	Energy Monitoring <sup>3</sup>	Total Costs	Closing Balance
1	\$43,503	\$20,928	\$1,530	\$22,458	\$310,461
2	\$44,373	\$19,493	\$1,561	\$21,054	\$287,141
3	\$45,261	\$17,906	\$1,592	\$19,497	\$261,378
4	\$46,166	\$16,154	\$1,624	\$17,777	\$232,990
5	\$47,089	\$14,226	\$1,656	\$15,882	\$201,783
6	\$48,031	\$12,108	\$1,689	\$13,797	\$167,549
7	\$48,991	\$9,787	\$1,723	\$11,510	\$130,068
8	\$49,971	\$7,248	\$1,757	\$7,006	\$89,102
9	\$50,971	\$4,475	\$1,793	\$6,268	\$44,400
10	\$51,990	\$4,453	\$1,828	\$3,281	\$0

<sup>1</sup> Construction period interest is 6%.

<sup>2</sup> Equivalent to yearly payments.

<sup>3</sup> Escalated at 2%





We would like to express our thanks to the Wentworth County Board of Education for inviting us to participate at the Board Management Committee meeting tonight. Honeywell is pleased to present this good opportunity for the approval and action of the Board.

---

John Gowing  
Account Executive

---

Marv Lindgren  
Customer Acquisition Leader - Ontario

---

David Threinen  
Project Manager - Southwest Ontario

## The Wentworth County Board of Education & Honeywell Limited

- Improves learning environment
- Honeywell
- History of results - Captures an opportunity
- Build on past programs
- Commissioned by Board - Phase I
- Parallels neighbouring programs
- Halton Hills, Norfolk, Halton & Hamilton

**Honeywell**

We would like to thank the committee for providing this opportunity to present the Performance Contract prepared for Ancaster High School. The primary goal for completing this program, for both the Board and Honeywell, is to find methods of improving the learning environment. We want to assure that this opportunity to improve Ancaster High School is captured and not lost.

Honeywell with its strong financial depth, is a FORTUNE 500 company that has been in business for 110 years. Beyond the Honeywell thermostat that a lot of us find in our homes, Honeywell has diversified into many markets. Building control continues to be a strong core business but there is large growth in aviation and industrial process business. Honeywell products are in the space shuttle and in every new state of the art Boeing 777. In Hamilton and Wentworth's surrounding areas, Honeywell products operate in Industry, Hospitals and Schools. Globally, Honeywell's sales exceed 7 billion dollars annually and the company employs 55,000. Its strength is being recognized as a local company, with 300 of its employees available to serve the Wentworth and Hamilton community. Honeywell commits to the business communities it serves. There has been a Hamilton location for more than fifty years.

Earlier this year Honeywell approached the Board to explore any opportunities for introducing Honeywell's latest approaches for self funding programs in their facilities. The Wentworth County Board of Education should be applauded for being one of the first Board's in the Province to implement Performance Contract. Taking this approach over seven years ago, has provided the Board with Lighting technology that is still very much current today. This new initiative is to explore for new self funding opportunities that will build on the success of the first program. Ancaster High School was chosen as a Phase One (or Pilot) to test for remaining opportunities. The building support systems have fallen behind those found in Ancaster's sister schools in the county. Honeywell installed the original building control systems at Ancaster high School. They are in need of updating with new components and new state of the art building automation controllers (see Bruce Thomson's correspondence to Allan Greenleaf May 5, 97). A preliminary review of Ancaster proved that there was a good opportunity for a self funding program. A full feasibility study or concept report could only confirm a program. The Board commissioned Honeywell to begin this study in July and report back to the Board this fall with a completed program ready for implementation. This program parallels programs implemented by Wentworth and the Hamilton Board. Most recently two neighbouring Boards in Haldimand and Norfolk have used their remaining empowerment to begin programs with Honeywell. Honeywell completed the Hamilton Board of Education's first Performance Contract in 1996, with very successful saving results. Last year Honeywell began a Board-wide Performance Contract for all the schools in the Halton Board of Education.



## The opportunity for Ancaster High School

- Improved learning environment
- Provides the newest technology for Ancaster to parallel other high schools
- Energy Management System Computer Monitor
- Envelope / Water / Boiler / Airflow upgrades
- Program exceeds saving requirements
- Initiatives endorsed by school personnel

**Honeywell**

This program does improve the learning environment. After implementing the program, the Girl's gym ventilation system can operate for all gym classes without the concern of overheating the room. The school will receive the latest in state of the art building automation systems. Improvements to the building envelope will improve building efficiency while it reduces the discomfort caused by air drafts. Water use devices and Boiler tuning add to the total savings program. The program provides additional benefits that exceed the requirements for energy savings. Report of the building conditions will inform Ancaster's operators through a computer front end. An operator can monitor conditions of main systems at a glance, identify areas requiring attention and make suitable adjustments, all from an operating terminal. This additional technology provides a tremendous opportunity for building operators to best optimize their time each day.

The program received valuable input and endorsement from the plant personnel during its development.



## Financial Opportunity

- \$42,650 of savings to capture
- \$324,700 of upgrades to school
- 7.6 year simple pay back
- Finance options - Board for benefit
- Savings guaranteed by Honeywell
- Utility savings annually reconciled with Honeywell - No negative impact to budget
- Cash flow - Build on Honeywell

Honeywell

The completed program generates \$42,650 annually (\$820 weekly) in savings. A total program of \$324,700 recognizes a simple payout of 7.6 years. Annual utility savings are guaranteed by the Board's partner Honeywell. The savings are annually reconciled, to prevent the Board's operational budget from being negatively impacted in any year of the program's contract. Honeywell has guaranteed over a billion dollars in Performance Contracts. Over five hundred thousand dollars of these guarantees have been retired through successfully completed projects.

There are many financial options available to the Board for this program. Utilizing remaining Board reserves, an operational lease, or a debenture are some financing considerations. With any of the options the Board may choose, Honeywell seeks to gain no benefit or credit. All savings from this program are specifically for the Board. Any savings in excess of those guaranteed by the program, are for the use of the Board to use at their discretion. Honeywell has modeled a ten year repayment stream for the project estimating financing rate of 6.5% (agreed upon by Board for the report). The Board had indicated at a recent discussion that there is likely an opportunity to secure a more attractive finance rate. An improved interest benefits the program by reducing the amortised repayment period of the program.

## Project Implementation

- > Prior consultation with Board Operations & Maintenance personnel. Minimize Disruption.
- > Established project implementation schedule (6 month duration).
- > Detailed communication schedule. Progress meetings. Board status information process.
- > Honeywell's commitment of 100% Customer Satisfaction.
- > Accountability of Project Manager.

Honeywell

## Project Implementation

**Prior consultation with Board Operations & Maintenance personnel. Minimize Disruption.**

Prior to the completion of the Concept Report that outlines the scope of work for the project, I met with Bruce Thompson and Dan Goodale to obtain an understand of their expectations for the project. I also met with the Custodian at Ancaster High School and reviewed the site. Issues such as installation techniques, and policies and procedures will be met. Expectations for training for the various operators of the system were discussed. The custodian will receive different training than the Board maintenance personnel. Methods of Project final acceptance were discussed.

**Established project implementation schedule (6 month duration).**

Prior to the completion of the Concept Report, I met with Bruce and Dan, and left behind a project schedule. Honeywell has and is continually improving the installation process required for projects such as this. I provided a condensed and a comprehensive copy of a proposed schedule for Bruce to review and comment on. This schedule indicates all the various aspects of the project.



The development of the implementation plan and acceptance plan are key points to the schedule. It is Honeywell's conviction that proper organization and planning will provide for an efficient and smoothly run project with minimum disruption to the learning environment at Ancaster High School.

**Defined communication program - Progress meetings, Board's procurement process.**

I will establish bi-weekly meetings to communicate installation progress. These meetings will provide for information flow between the Board and Honeywell to minimize disruption to the facility and maximize the benefit of the installed systems. I am aware that the Board has regulations and procedures for the procurement of equipment and services. In regard to tendering needs of the Board, I will coordinate these issues in conjunction with the Board's staff.

**Honeywell's commitment to 100% Customer Satisfaction. Accountability of Project Manager.**

I am directly accountable for the smooth and timely installation of this project. I am required to report monthly to a Honeywell manager experienced in both Project Management and in the Energy Performance Contract business. Customer Satisfaction is one of the key points upon which my personal performance is measured.

David Threinen

Assigned Project Manager.

## Project Summary

### Objectivity - Current Board action

- Approved to begin work on project
- Current state of affairs

### Concerns addressed

- Financial flexibility
- Development - cost effectiveness and policy

### Honeywell - a committed partner

- Better configurations
- Thousands of dollars

### Next steps

**Honeywell**

Honeywell has provided an empowered Wentworth Board of Education the ability to provide real improvements to the learning environment at Ancaster. The program would be very similar to most programs offered the Board by a commissioned ESCO (Energy Services Company). Honeywell, however, believes they offer the most cost effective approach since the majority of the program is built around improving an existing Honeywell system. Honeywell has provided an investment for the betterment of Ancaster, and is committed to providing a program that meets and exceeds the expectations of the Board

With Board approval the program is ready to begin. Honeywell can provide the board construction flexibility and provide accountability for the program's successful completion. Honeywell plans to build onto its existing system assuring the Board that the most cost effective approach is being pursued

Honeywell remains close to the pressing issues facing all Boards

In our communication with the E I C , it certainly appears that creative and self funding projects will most likely receive approval. Information from the most recent E I C discussions, emphasis that a strong business case will enhance the approval process



With the Board's approval to proceed, Honeywell will set into motion all the necessities to get the project completed on time. This Board can be assured that the Students of Ancaster High School will receive improvements to their school in 1998, and not be impacted by any further delays.



#7

The Wentworth County Board of Education

Memo

**To:** Allan A. Greenleaf,  
Director of Education and Secretary

**From:** Don Grant  
Comptroller of Finance and Treasurer

**Date:** 4 December 1997

**Re:** Jerseyville School

At a regular meeting of the Board on December 1, 1997, The Wentworth County Board of Education approved the following resolution:

**Jerseyville School**

**That the request from Steven and Alison Will regarding Jerseyville School be referred to the new Board for consideration.**

As you are aware, the Wills operate Lee Academy and are in the second year of their lease at Jerseyville School. They are interested in pursuing the possibility of purchasing the school.

This memo and the attached correspondence from the Wills are provided in order to document this issue for follow up with the new Board.

S. W.

Approved for distribution  
by the Director.

Signature

Date:

*Allan A. Greenleaf*  
1997.01.06

DG/GdeJ  
attach.



37 Field Rd, Jerseyville, Ontario  
L0R 1R0  
905-648-5800  
Fax: 519-647-3191

FAX TRANSMISSION COVER SHEET

Date: October 28, 1997  
To: Don Grant, WCBE  
Fax: 648-5583  
Re: Jerseyville School  
Sender: Steven & Alison Will



YOU SHOULD RECEIVE 1 PAGE(S), INCLUDING THIS COVER SHEET. IF  
YOU DO NOT RECEIVE ALL THE PAGES, PLEASE CALL 905-648-5800.

Dear Don,

As per our telephone conversation on Tuesday, October 28th, we are writing to indicate our interest in the purchase of the Jerseyville school building. We are currently a tenant in good standing of the WCBE in the Jerseyville building. We have invested a great deal of effort and money in developing our business in the Jerseyville and surrounding communities and are eager to have the uncertainty around our continued occupancy resolved (either through purchase or multi-year lease extension). We understand that there is a lengthy process involved in the sale of a public school building and we would like to be kept abreast of that situation. Please let us know what steps are required for us to purchase the building and if there is anything we can do to expedite the process. Thank-you for your consideration.

Sincerely,

Approved for distribution  
by the Director.

Signature: Steven & Alison Will

Date: 1997.11.20

Steven & Alison Will  
Directors, Lee Academy  
905-648-5800





# HDSEF

C/o Bob Deans  
The Hamilton Spectator  
44 Frid Street  
Hamilton, Ontario L8N 3G3

Tel (905)526-3319  
Fax (905)522-1696  
E-mail bdeans@southam.ca

INVOICE

#8

Allan Greenleaf  
Wentworth County Board of Education  
Memorial Building  
357 Wilson Street East  
Ancaster, Ontario L9G 4B7

December 19, 1997

To invoice for Trustee fees for The 1998 Hamilton District Science and Engineering Fair, to be held at Mohawk College from April 2 - 4, 1998

Total Due \$3,000.00

Please remit payment to:

The Hamilton District Science and Engineering Fair  
c/ Bob Deans  
The Hamilton Spectator  
44 Frid Street  
Hamilton, Ontario L8N 3G3

A postage paid return envelope is enclosed for your convenience

HAMILTON DISTRICT  
SCIENCE AND  
ENGINEERING FAIR

BOARD OF TRUSTEES

The Hamilton Spectator  
McMaster University

The Hamilton Board of Education

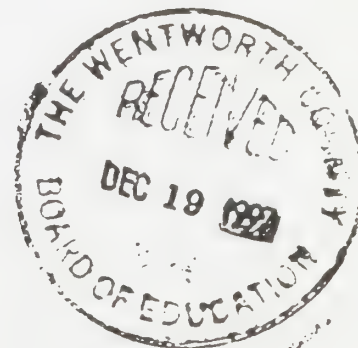
The Wentworth County Board of Education

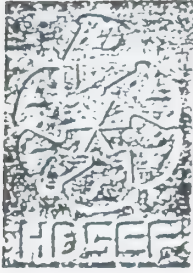
Hamilton-Wentworth Roman Catholic School Board

The Halton Board of Education

The Halton Roman Catholic School Board

The Mohawk College of Applied Arts & Technology





December 17, 1997

Allan Greenleaf  
Wentworth County Board of Education  
- Memorial Building  
357 Wilson Street East  
Ancaster, Ontario L9G 4B7

### **Report to the Trustees**

The 38<sup>th</sup> annual Hamilton District Science and Engineering Fair is ready to roll. Scheduled to run from April 2 to 4, 1998 at Mohawk College, the fair's popularity continues to grow. We anticipate that we will once again see a record number of participants. Approximately 400 students from the Halton and Hamilton Wentworth regions will present science projects for judging by over 100 judges drawn from academia, industry and professional organizations. Many trophies and cash awards will be presented, and several of the top students will earn trips to enter their projects at the Canada Wide Science Fair in Timmins, or the International Science and Engineering Fair in Fort Worth, Texas.

Several measures have been taken to improve the 1998 edition of the fair. There are a number of new members on the organizing committee from each of the trustee organizations. The enthusiasm and skills that the new members bring with them, combined with the years of experience of the veteran members of the committee, will help make this the best fair ever!

There are plans to recruit more corporate support, and reinforcing the relationships we already enjoy with our existing sponsors. To this end we are examining new ways to recognize our contributors, particularly our trustees. More visible signage at the fair, ads in the program, and sponsorships of particular awards and categories are just a few of the options being discussed. There are plans to increase our visibility in other ways, including a commitment from The Hamilton Spectator to continue to provide valuable exposure in the newspaper. The Spec has also generously offered to host a web-site for the science fair, which should be up and running in January, and will provide information about the fair, e-mail links, judging information, rules, and registration forms.

We are looking at ways of streamlining our registration process, which ties in to many other aspects of the fair, including awards, judging and publicity. We have chosen a common database program to help facilitate exchange of information and speed up the process of judging, preparing scripts for the ceremony, engraving trophies, and issuing press releases.

We also hope to liven up the awards ceremony. We plan to use digital photography and computer based projection equipment to display winning projects and information about the awards and sponsors. I am pleased to report that Russ Weil and the amazing Hamilton All-Star Jazz Band will be providing the music.

You will soon be receiving an invoice for your fees as a trustee to the 1998 Hamilton District Science and Engineering Fair. It is worth noting that there has been no increase in trustee fees in more than thirteen years. This event is run entirely by unpaid volunteers, with 100% of all contributions being spent on fair activities.

We are very interested in your comments and suggestions. We will be calling a meeting of the trustees in the near future to discuss the fair's charter and to plan the direction of future fairs, but you can call me at (905)526-3319 any time you have any questions or would like to discuss any of the fair's activities.

Thank you for your continued support of this most worthwhile event.

A handwritten signature in cursive script, appearing to read "Bob Deans", with a long, sweeping horizontal line extending to the right.

Bob Deans  
Chairman  
1998 Hamilton District Science and Engineering Fair





1-905-521-2539 DIRECTORS OFFICE

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

#9

To the Chairman and Members  
Hamilton-Wentworth District School Board

Ladies and Gentlemen:

1998 01 06

Approved for distribution  
by the Director.

Signature:

*Andrew Greenhalgh*

Date:

1997.01.06

The process for filling positions within the New District School Board that is being recommended to you is based upon the guiding principles that have been approved by the Education Improvement Commission and the Local Education Improvement Committee.

With the enactment of Bill 104, The Education Improvement Commission was established. In carrying out its mandate, the Education Improvement Commission developed guiding principles by which they agreed to operate. One of those guiding principles is to value the commitment and contributions of all who work in Ontario's education system by ensuring they are treated with openness, honesty, fairness and respect.

As part of the framework for amalgamation, Local Education Committees were designed, under the auspices of the Education Improvement Commission, to facilitate the establishment of new district school boards. The Local Education Improvement Commission developed seven basic principles to guide its preparation. Two of these principles are:

1. People are the strength of the organization and will be treated with openness, honesty, fairness and respect.
2. Best and exemplary practices will be identified and recommended.

Using these guiding principles from the EIC and LEIC, I submit the following process to you for approval.

*Deborah Russon*

Deborah Russon,  
Interim Superintendent of Human Resources.

1998 01 06

## PROCESS FOR FILLING POSITIONS WITHIN THE NEW DISTRICT SCHOOL BOARD

### Definition of a New Position

Wherever used in this document, as a practical, internal guide only for the purposes of this process, a new position can be defined as:

A position which does not currently exist within the organization(s) or where fifty per cent (50%) or more of the duties of a position have been altered.

A new position does not include a position where there is a title change or a position where less than fifty per cent (50%) of the duties have been altered - increased or decreased.

### Process

#### 1. Supervisory Officers

(a) The Director will ascertain the strengths of the present incumbents and seek input into what their preferences are through a consultative process. Where a match between strengths and preferences can be made, then the Supervisory Officer should be offered that assignment. The criteria to be used in determining the appropriate Supervisory Officer for an assignment shall be:

- (a) Supervisory Officer Qualifications in accordance with the Education Act and Regulation 309.
- (b) previous administrative experience in the position.
- (c) related administrative experience.

(b) Where there are two or more qualified individuals for the same position then a discussion should occur between the Director and those individuals to see what options are available. If an assignment at a lower level within the organization can facilitate the placement of one of those individuals, then the individual(s) who chooses an assignment at a lower level, should be red-circled at their present salary rate for one year from date of displacement. If the requirements under Regulation 309 grant a greater protection for the Supervisory Officer, then the Board is obliged to follow Regulation 309.

(c) Where two or more individuals want to apply for the same position, then an interview process should be established. The interview process for Supervisory Officers should be before the Board. The Board should receive in-service on

Page 2.

conducting interviews and develop selection criteria and questions. The Board would then choose the best candidate for the position. The candidate(s) not selected would then be eligible to apply for other Supervisory Officer positions or be covered by Regulation 309.

(d) Where the Board creates a new position, then that position should be open to candidates from both predecessor Boards. Where there is no qualified candidate, then the Board should advertise provincially for the position.

The determination of where a position is a new position or not will be made by consensus by the Director, Superintendent of Transitional Services and a Member of the Board.

**Note:** This placement process will not apply to Interim appointments. Where there is a posted vacancy, then qualified applicants holding an Interim appointment may apply for the position.

## 2.. Managerial, Supervisory Staff

(a) Where there are two or more qualified individuals fulfilling comparable functions then a discussion should occur between the Superintendent(s) of the predecessor Boards. If an assignment at a lower level within the organization can facilitate the placement of one or more of those individuals, then the individual(s) who chooses the assignment at a lower level (with agreement of the Superintendent(s)) should be red-circled for the specific period of time indicated in the Board's policies and practices or the appropriate collective agreement if the Supervisory position is covered by a collective agreement.

(b) Where two or more individuals who currently fulfil comparable functions want to apply for the same position, then an interview process will be developed. The interview process for these positions will be developed by an Interview Team comprised of a minimum of three members with specific selection criteria and questions developed. The Team would then choose the best candidate for the position.

In placing individuals under (a) and (b) above, the Board, wherever possible, should utilize vacancies. If there are no vacancies to utilize, then the individual(s) who fulfil comparable functions at their predecessor Boards should be allowed to exercise the placement opportunities for non-unionized staff - Employment Policies and Procedures for PASS. It is recognized that there may be differences in the manner in which the two predecessor Boards have dealt with



Page 3.

redundancy issues. However, what is fair for one group of employees must apply to the other group of employees. Therefore, for purposes of this process, the application of seniority will be one of the determining factors used for ultimate placement. Placement will be based on qualifications and ability to perform the job and where qualifications and ability are equal, then the incumbent with the most seniority would be placed in the position. (See attached provisions).

(c) Where the Board creates a new position, then that position should be open to all employees to apply for the position. The Interview Team would be comprised of representatives from both predecessor Boards and would develop specific criteria and questions. Where there is no qualified candidate, then the Board would advertise provincially for the position.

The determination of where a position is a new position or not will be made by consensus and will be determined by the Director, Superintendent of Transitional Services, the Superintendent in charge of the area of responsibility and a Human Resources Representative.

Through this entire process, the Board must be made aware of contractual and legal obligations. The new Board should not place itself in a position where it will be open to litigation as a result of constructive dismissal cases, or because they have violated an individual's rights under an expressed or implied contract of employment.

In order to be fair to all applicants, the decision to place a successful applicant into a position should not be based solely on the interview process. The interview process should take into consideration the interview as well as the experience and skills the candidate will bring to the position. (Interview, Resume and any other documentation as deemed necessary to demonstrate the individual's skills & ability).

Once the new Board has determined what programs, functions and services will be provided, the Superintendent and/or Manager of the Department should review the staffing for that specific area. It must be kept in mind that wherever possible, the same process should be followed throughout the organization. The process must be open, fair and honest to allow for the least amount of disruption and legal challenge. In filling other positions within the organization, the collective agreements may dictate the process (i.e. bumping). Discussion among the groups will be required to facilitate a common process that will enable all candidates to be treated equally.



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### 3. Leadership Positions

It is recommend that leadership positions and placement in leadership pools will be a matter that will be subject to collective bargaining. For example, Department Heads, Co-Ordinators and Consultants.

The applicable collective agreements would prevail until August 31, 1998, for leadership positions at the level of Principal and Vice-Principal. Executive Council should be recommending a new placement process to the New District School Board for September 1, 1998. This process may require input or discussion with the Principal group prior to it being implemented.

PASS EMPLOYEES

LAY-OFF AND RECALL (Applying to employees who are laid-off and/or displaced on and after April 24, 1997)

- 1) In the event of redundancy these procedures shall apply to probationary and permanent employees.
- 2) Wherever possible, job reductions shall be accomplished through normal attrition.
- 3) Whenever used in these procedures, "qualified" means presently possessed of the skills and ability to meet the current requirements and criteria of the position, without a formal training period.
- 4) The employee shall be informed and given written notice at a meeting with the Superintendent that the employee's position has been declared redundant.
- 5) The Board shall offer, in accordance with seniority, to an employee who is subject to layoff, placement in another position using the following order:
  - (i) to a vacant position at the employee's present salary grade, providing qualified;
  - (ii) to the position within the employee's present salary grade held by the person with the least seniority, providing qualified;
  - (iii) if not placed, the process shall be repeated at each succeeding lower salary grade;
  - (iv) if not placed, the Board shall offer the employee any assignment held by a temporary or casual worker, for which the employee is qualified;
  - (v) if not placed in accordance with the above procedures, the employee shall be laid-off.
- 6)
  - (i) In the above procedures, the employee will be offered, in accordance with qualifications, that position occupied by the employee in the salary grade with the least seniority. For instance, the employee may be qualified for three positions within the salary grade, but the offer of placement in that salary grade shall only extend to that position occupied by the employee with the least seniority.
  - (ii) Co-ordination of transfer and displacement procedures shall be the responsibility of the Human Resources Department.
- 7) If a person employed half-time or less displaces a full-time employee it may be necessary to share the assignment with another employee.
- 8) The salary rate of an employee transferred to a position at a lower salary grade shall be frozen and red-circled for a period of two (2) years from date of displacement.

9) A displaced employee shall be given the opportunity to return to the employee's original position if it becomes vacant within thirty (30) months from the date of displacement.

- 10) An employee who is to be laid off shall be given appropriate notice in accordance with the Employment Standards Act, or the Board may decide to pay the equivalent amount of money in lieu of notice:

Length of Service	Notice Required
3 months - 1 year	2 weeks
1 year - 3 years	4 weeks
3 years - 4 years	6 weeks
4 years - 5 years	8 weeks
5 years - 6 years	10 weeks
6 years - 7 years	12 weeks
7 years - 8 years	14 weeks
8 years or more	16 weeks

Where necessary, service shall be prorated to the nearest month.

- 11) An employee who is given notice of layoff may, in writing, waive the right of transfer, or right of recall, and receive a severance allowance equal to two (2) weeks' salary for each year of service. The Board shall have no further obligation to an employee who elects to receive a severance allowance rather than retain the right of recall.
- 12) The Board will endeavour to provide, through its employee assistance program, assistance for employees adversely affected by these procedures. An employee adversely affected by these procedures will be eligible for three (3) counselling sessions through the employee assistance program. The three (3) counselling sessions must be used within six months of date of displacement.
- 13) In filling vacancies within the Professional Administrative Support Services group the Board will give consideration to the applications of employees on the PASS recall list who are qualified for the position. An employee shall remain on the recall list for a period up to thirty (30) months.
- 14) (i) While on the recall list the employee will continue to accrue seniority.
- (ii) If an employee is recalled to the permanent staff from layoff within thirty (30) months of the date of layoff, the person's previous seniority shall be reinstated.
- 15) While an employee of the Professional Administrative Support Services is on the recall list and working in an assignment, the Board will continue to contribute its portion of the employee benefit plans and the OMERS Pension Plan. If an employee is on the recall list and not working in an assignment, the Board will bill the employee for the full cost of the benefit plans and the OMERS Pension Plan.

- 16) Any employee who has been displaced and feels that these procedures have not been administered fairly may register a complaint through the established complaint procedure commencing at Step 3.



# Evans, Philp

BARRISTERS AND SOLICITORS

W IAN GORDON, Q.C. LL.B.  
LARRY G. CULVER, LL.B.  
BRENT J. FOREMAN, LL.B.  
RANDALL S. BOGOCCK, LL.B.  
MARK J. ZEGA, LL.B.  
LINDA M. O'BRIEN, LL.B.  
RICHARD D. SIMMONS, LL.B.

JOSEPH M. PIGOTT, Q.C. LL.B.  
ROBERT W. ROGERS, LL.B.  
PAUL H. PHILP, LL.B.  
WAYNE R. RICHARD, LL.B.  
SHANNON V. PARSONS, LL.B.  
LORRAINE E. TAKACS, LL.B.  
DARREN R. CHARTERS, LL.B.

ORVILLE M. WALSH, K.C.  
(1919-1942)

F. JOHN L. EVANS, Q.C. LL.B.  
(1931-1980)

\* CERTIFIED BY THE LAW SOCIETY OF UPPER CANADA  
AS A SPECIALIST IN CIVIL LITIGATION

\*\* REGISTERED TRADE MARK AGENT

(906) 525-1200  
FAX (906) 525-7867

18TH FLOOR, COMMERCE PLACE  
ONE KING STREET WEST

MAIL  
P.O. BOX 930 STATION A

HAMILTON, CANADA  
L8N 3P9

E-MAIL  
dph@evans-philp.on.ca

December 17, 1997

**3 PAGES VIA FACSIMILE 521-2539**

Board of Education for the City of Hamilton  
100 Main Street West  
Hamilton, Ontario  
L8P 1H6

Attention: Ms. Deborah Russon

Dear Ms. Russon:

**Re: Labour (Constructive Dismissal)**  
**Our File No. 471-2**

You have asked that we provide a brief explanation and comments regarding the concept of constructive dismissal.

## **I. CONSTRUCTIVE DISMISSAL**

Constructive dismissal is based upon the application of fundamental contractual principles to employment contracts. The Courts, with some exceptions, generally deal with employment contracts (whether verbal or written, indefinite term or fixed term, etc.) in essentially the same manner as they would deal with any other type of contract.

The concept of constructive dismissal has been defined as follows:

"Constructive dismissal occurs when an employer makes a unilateral and fundamental change to a term or condition of an employment contract without providing reasonable notice of that change to the employee. Such action amounts to

repudiation of the contract of employment by the employer, whether or not [it] intended to continue the employment relationship. Therefore, the employee can treat the contract as wrongfully terminated and resign which, in turn, gives rise to an obligation on the employer's part to provide damages in lieu of reasonable notice."

In other words, by unilaterally seeking to make substantial changes to the essential terms of the employment contract, the Employer is ceasing to meet its obligations under the contract which in turn entitles the employee to treat the contract as repudiated.

The above definition indicates that a number of requirements must exist in order for a constructive dismissal to be established. Those requirements are that the Employer has imposed **unilateral** changes to the contract which **substantially** alter the **essential** terms of the employee's contract of employment.

It has been stated that constructive dismissal can take one of two forms as follows:

"The first relates to a reassignment offered in bad faith by the employer in the hope or expectation that the employee will feel bound to refuse. The second occurs where the employer, even without malice or oblique motive, reassigns the employee to new duties involving such a disparity in status, advantages, duties and modalities as to constitute substantially new conditions of employment."

Each case ultimately turns on its own particular facts. Accordingly, what may constitute a constructive dismissal in one circumstance may be nothing more than an appropriate amendment to the contract in another. The extent of the Employer's discretion to make changes to the contract will depend to a large degree on what the parties agreed to when they first entered into the contract. Accordingly, in some circumstances a change in reporting function can constitute a constructive dismissal. Similarly, a demotion coupled with a cut in pay often will constitute a constructive dismissal.

## ***II. ADVANCE NOTICE***

A constructive dismissal can be avoided in circumstances where the Employer provides sufficient advance notice of the changes to the employment contract. That is, just as an Employer can avoid the obligation of paying termination or severance pay in a dismissal situation by providing the employee with adequate advance notice of the dismissal,

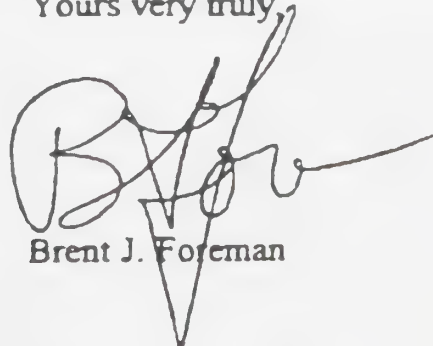
an Employer similarly can avoid a constructive dismissal by providing the employee with adequate advance notice of the changes to the employment contract. By providing such advance notice, the Employer effectively is giving the employee advance notice of its intention to "terminate" the existing employment contract and to offer a new employment relationship to become effective upon the expiry of the notice period. Of course, as a practical matter, it may not be possible to give the employee sufficient advance notice and accordingly, the alternative would be to provide monetary compensation to the employee in lieu of such notice or to "red circle" the employee's wages for the appropriate period of time. We would be pleased to provide you with further guidance on this issue should you require it.

### III. DUTY TO MITIGATE

The cases indicate that not every constructive dismissal automatically entitles the employee to resign from employment and sue for damages. In some circumstances, the Courts have required the constructively dismissed employee to accept the altered position. For instance, in one leading case, the Ontario Court of Appeal imposed a duty to mitigate upon an employee who had been demoted but whose remuneration was held constant. In that case, the Court held that because the salary and working conditions were essentially the same and the personal relationships involved were not acrimonious, it made sense to require the employee to mitigate his losses by accepting the altered position.

We trust the above provides you with the guidance you require. In keeping with your instructions, we have attempted to be as brief as possible. Accordingly, there may be some areas which require further explanation and analysis. If that is the case, then please do not hesitate to contact the writer for any further explanation you may require.

Yours very truly,



Brent J. Foreman

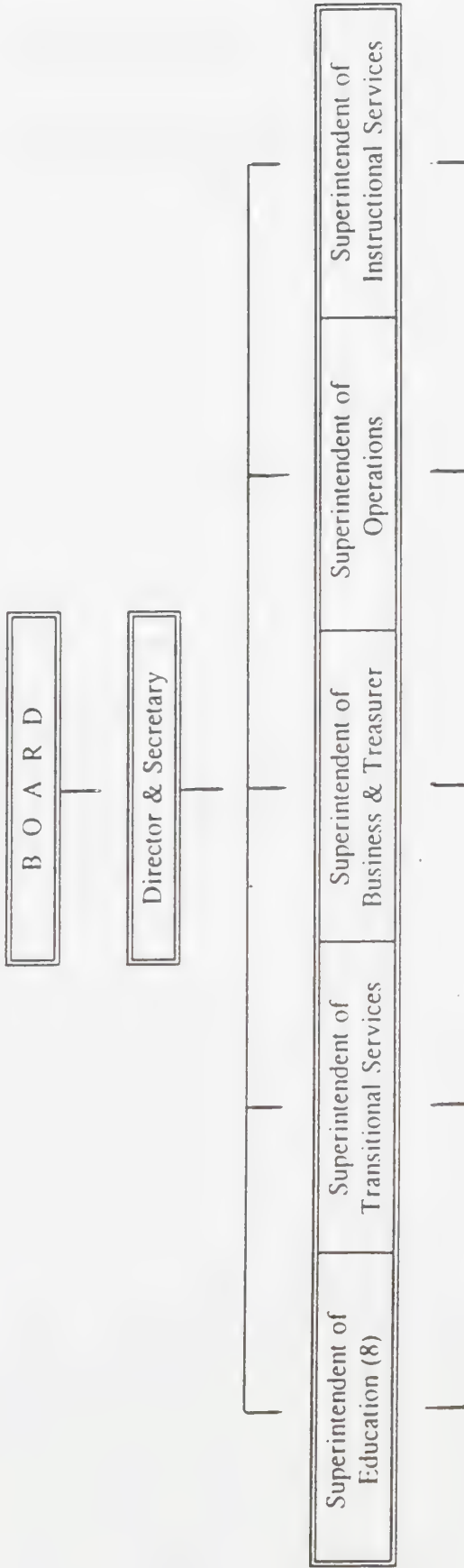
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Recommended Action:

It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the 13-position senior administrative structure model be approved as presented, and that the Director of Education proceed with the appropriate supervisory officer placement processes as required for report to the Committee of the Whole meeting of January 22, 1998.



Rationale:

The structure outlined above is an adaptation of the 13-position model proposed on November 12/97 and incorporates the position of Superintendent of Transitional Services as approved on November 27th. The draft role description for the Superintendent of Transitional Services has been developed collaboratively with Merv Matier; however, individual and group discussion has yet to occur with the other superintendents about the remaining role descriptions. It is important for trustees to note that Merv Matier is providing supervisory coverage to the Mountain schools until such time as a suitable adjustment can be made, either through the posting process or through supervisory officer redeployment.

In order to initiate the necessary processes for senior staff placement, the structural model must be in place, otherwise there is no viable basis on which to proceed with the staffing discussions required. The senior administrative staff placements constitute the first link in the chain of staffing decisions which will ultimately work their way through the entire organization. To that end, Board authorization of the senior administrative structure is required forthwith.

Although the role description contents have not yet been approved, trustees will note that one of my existing contractual responsibilities is to prescribe the duties and responsibilities of the Board's employees. A complete set of role descriptions will be distributed for your specific consideration at the January 22nd Committee of the Whole meeting, with approval of the final documents projected for the January 29th Board meeting. Extension of the interim appointments to supervisory officer positions occurred at the December 17th Board meeting and the existing system supervision assignments continue until June 30th or such other time as the Board may determine.

~~11~~

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1  
Telephone (905) 527-5092 Fax (905) 521-2539

#12

## MEMORANDUM

TO: Trustees  
FROM: The Director of Education  
RE: School Trips

### Recommended Action:

It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the following trip requests be approved:

- (a) Grades 6-8 - Adelaide Hoodless School - Camp Wanakita from February 8 to 11, 1998 inclusive;
- (b) Grade 8 - Hampton Heights - Camp Mini-Yo-We, Muskoka from June 10 to 12, 1998 inclusive;
- (c) Grades 9-OAC+adults - Barton Secondary - Stratford on May 19, 1998;
- (d) Grades 9-OAC - Glendale - Ellicottville, NY, USA from February 2-3, 1998 inclusive.

### Rationale:

As per policy.

Jan. 6'98  
/mlr

Approved for distribution  
by the Director.

Signature

*Augustine*

Date:

1998.01.06

To: The Chairman and Members  
The Hamilton-Wentworth District School Board

From: Merv Matier, Superintendent of Transitional Services

Date: January 8 1998

Re: L.E.I.C. Recommendations

#13

### **BACKGROUND**

The Final Report of the District School Board #21 Local Education Improvement Committee contains the recommendations from each of the four sub-committees - Education, Personnel, Property and Business and Finance. Some recommendations require a minimum of discussion by trustees since they do not impact on policy while others may lead to the development of new or revised policies.

The task of considering all recommendations is immense and the significance of the decisions may be far reaching.

### **RECOMMENDATION**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_: That The Hamilton-Wentworth District School Board approve the establishment of work groups/committees to review the recommendations contained in the L.E.I.C. Final Report and develop proposals for trustee consideration.

### **RATIONALE**

Many sub-committee recommendations have been identified in terms of their immediacy for consideration. The following is a list of recommendations which are considered critical/immediate and merit the priority attention of the Board if a consultative process for bringing together sometimes disparate traditions, philosophies and practices is to be utilized. This is not necessarily a final list as additional recommendations may be added when further deliberation takes place:

- 1 That District School Board #21 develop a Strategic Plan with consideration of the following
  - (a) That the new Board develop its own guiding principals and that the LEIC guiding principles, strengthened and expanded, be used as a model for this process;
  - (b) That the new Board appoint a qualified facilitator to design and lead the strategic planning process which must include a high degree of consultation with the stakeholders;
  - (c) That a Strategic Plan development team or Steering Committee working with the facilitator be a representative group made up of the various stakeholders of the education system;
  - (d) That the strategic Plan be completed by May 1998.
- 2 That a "Student Assessment, Evaluation & Reporting Committee" (SAERC) representative of all stakeholders (trustees, senior management, principals, system program support personnel, teachers, parents, students, community, etc.) in the District School Board be formed to develop a philosophy, vision, and mission statement for Student Assessment, Evaluation, and Report in the context of instruction



3. That the Board's Strategic Plan provide direction and guidance for expenditures of the Staff Development funds
4. That the existing Wentworth County Board of Education staff development policy be reviewed as the basis of a new staff development policy to be developed by the new District School Board.
5. That a single budget be established to provide for staff development needs and addresses issues such as the following:
  - (a) that a portion of the resources be reserved for system initiatives,
  - (b) that the majority of the resources be allocated to all staff on a per capita basis; that these funds be distributed on a school level for teaching staff and a system level for support staff,
  - (c) that cost recovery models be used where appropriate in order to circulate monies and fund other initiatives
6. Form a committee to review the JK program including the following options:
  - deletion of all existing JK program (62 sites)
  - retention of the existing JK program in one section of District 21 (62 sites)
  - retention of JK program in identified high need schools, criteria determined by the new Board and MET
  - expansion in phases of JK program to all schools in new Board (33 additional sites)
  - consider the decisions made by our coterminous Boards with respect to the availability of JK programs
  - use of alternative staffing (ECE's)
  - relocation of existing sites
  - half-day/alternate full-day scheduling
7. A Curriculum Processes Committee (CPC) representative of all stakeholders (superintendent, principals, central office staff, teachers, parents...) to develop policy and procedures for curriculum processes that ensure links with assessment, reporting (SAERC) and Instruction. This committee should establish a procedures for on-going input into curriculum process from system and school personnel
8. That the new Board review the existing discrepancies in instrumental music and to decide upon maintenance, expansion, deletion of the program and other critical issues
9. That the two existing Textbook & Learning Materials Selection policies be referred to the Joint Advisory Committee to provide a common policy for learning materials selection and to resolve controversies regarding the use of resources which have been or may be challenged by the community
10. That the decision whether to offer French Immersion or not be referred to the appropriate committee of the new Board
11. That the new Board establish a committee to review all reading/writing support programs. Committee to include superintendent, administrators, Program support staff, teachers, parents, trustees. Committee to establish beliefs and a common philosophy with respect to early literacy intervention and support. Committee to recommend the continuation, deletion, expansion, replacement of current programs. Committee to develop a literacy plan consistent



with the common philosophy to support language learning for all students, including intervention strategies for students at risk in the primary grades.

12. Review and develop Psychological services: a committee with representation from psychological services, special education services, principals, support staff, parents, SEAC, trustees, and senior management from both Boards.
13. Review and develop the Speech & Language/Communication Services by forming a committee with representation from speech and language services, special education services, principals, support staff, parents, SEAC, trustees and senior management from both Boards; review existing services and models of delivery; develop a plan for amalgamation of speech and language services, in concert with the Board's special education plan that ensures that the best practices are in place to meet the special needs of students in the most cost-effective manner
14. That the issue of supervision/co-ordination of Social Work Services in the new Board (Wentworth-supervisor, Hamilton-supervisor vacant) be referred to the Personnel Department by January/98.
15. That the new Board establish an interim policy to deal with the difference in Special Education programs and accessibility to programs between the two Boards
16. That a Special Education Committee (to include appropriate representation from Special Education, principals, support staff, parents, SEAC, senior management, trustees) develop a common philosophy, vision, and mission statement for Special Education Services for elementary and secondary schools. That the Special Education Committee establish a process for communication with staff and parents.
17. That the new Board review the Hamilton Board's existing policy on Nutrition and that budget supports appropriate foods to be offered in school setting in order to develop and fully implement a new policy.
18. Consider the creation of a consistent written policy for schools to follow when registering students who require ESL support. (no ESL teacher at school, should they be sent elsewhere?)
19. That a task force examine ESL staffing in the two Boards (refer to personnel)
20. Consider a policy surrounding secondary sites with ESL program & responsibilities (refer to Personnel)
21. Review existing program delivery of ESL/ESD and develop a new model of delivery in the new Board
22. That the new District School Board establish a Joint Advisory Committee to study proposed policies, administrative regulations/practices for input prior to Board approval/information. The Joint Advisory Committee to be comprised of Trustees, Supervisory Officer(s) and representatives from Federations, Unions and Non-union Staff.

23. That an Accommodation Committee be struck by the new District School Board to report with recommendations by March 1998 on the issues related to "Flagged Schools".
24. Plant Maintenance & Delivery - That a Committee be struck by the new District Board to develop the integrated service model, which would put "Local Service Delivery" as a priority.

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

#14

January 6, 1998

To the Chairman and Members  
Hamilton-Wentworth District School Board

Ladies and Gentlemen:

Approved for distribution  
by the Director.

Signature: [Signature]

Date: 1997 11 06

This memo is being issued to Members of the Board in anticipation that a Salary Committee will be formed at the January 8<sup>th</sup> Committee of the Whole meeting.

As you are aware, with the enactment of Bill 160, the teacher bargaining units will no longer be covered under The School Board and Teachers' Collective Negotiations Act (Bill 100). As of January 1, 1998 the teacher bargaining units will now be governed by the Ontario Labour Relations Act. For purposes of those Trustees who wish to be members of the Salary Committee, I felt it was imperative to share information with you on the timelines under the Ontario Labour Relations Act as it relates to the collective bargaining process for teachers.

Bill 160 sets out a requirement that on January 1, 1998 the teacher federations will have served their respective District School boards with notice to bargain a first collective agreement. District Public Boards will have four fixed teacher bargaining units:

Elementary Teachers	FWTAO and OPSTF jointly
Elementary Occasional Teachers	FWTAO and OPSTF jointly
Secondary Teachers	OSSTF
Secondary Occasional Teachers	OSSTF

Pursuant to the Labour Relations Act, boards and bargaining agents must begin bargaining in good faith by January 16, 1998, or such other date as may be agreed between the parties.

Keeping in mind that it requires both parties to agree to an extension beyond January 16, 1998, the Salary Committee may be required to have an initial negotiation meeting with the teacher groups by January 16, 1998. It is expected that if such a meeting occurs, the only order of business would be to introduce the members of the respective negotiating teams, identify other potential meeting dates to exchange briefs and to discuss ground rules.

Once the Members of the Salary Committee have been identified it will be essential that we conduct our first meeting with the teacher groups by January 16, 1998 unless both parties have agreed to another date which is beyond the timelines identified in the Ontario Labour Relations Act.

A handwritten signature in black ink, reading "Deborah Russon". The signature is fluid and cursive, with the first name "Deborah" and the last name "Russon" clearly distinguishable.

Deborah Russon

Interim Superintendent of Human Resources



*C O R R E S P O N D E N C E*



# Ancaster Alliance Church

Box 81212, Fiddler's Green P. O., Ancaster, Ontario L9G 4X2  
Reverend David Freeman (905) 304-0411



December 8, 1997

Mr. Alan A. Greenleaf  
Director of Education and Secretary  
The Wentworth County Board of Education  
357 Wilson St. East  
Ancaster, ON  
L9G 4B7

Dear Mr. Greenleaf:

I am writing today to express interest in the potential of renting all or part of the building presently being used as the offices of Wentworth County Board of Education. As a relatively new congregation in Ancaster, we conduct our worship services and other programs in rented facilities.

Our immediate need is for space on Sunday mornings beginning February 1, 1998, when our present rental arrangement ends. I anticipate that we would be able to use the present Board Room and several meeting rooms if they were available. I would be glad to meet with the appropriate people to discuss our specific needs.

We would be also interested in discussing additional times for rental, including the possibility of a long term lease arrangement for all or part of the building. I realize that decisions regarding the use of facilities within the new School District will be made in due course. However, I would appreciate an early response to the matter of the availability of at least part of the building on Sunday mornings.

Sincerely,

David C. Freeman  
Pastor

# Colin Macdonald Alternative School #17

Montessori-based Education

137 Melville St., Dundas, Ontario L9H 2A6 (905) 627-5779 Administrator: Barbara Milne

December 4, 1997

Mr. Allan Greenleaf  
Director and Secretary  
Wentworth Board of Education  
357 Wilson Street East  
Ancaster, Ontario  
L9G 4B7



Dear Mr. Greenleaf:

Colin Macdonald Alternative School has been in operation for 5 years and has expanded every year of its existence. We are finding that our current quarters in St. James Anglican Church in Dundas are becoming very tight. My dream is to remain in Dundas which means that there is not a lot of available space.

I am aware that the amalgamation of the Hamilton and the Wentworth Boards will occasion a number of changes and that one of those changes could mean that the University Gardens school would no longer be in use. I would like to state my interest in renting that property should it become available.

I understand that almost everything must be up in the air at this time but if this is even a remote possibility I would be interested in meeting with the appropriate staff people to discuss it further. Although Heather Bullock has been kind enough to give me the statistics on the building, I have not been through it and that, of course, would be a priority.

Thank you very much for your assistance in this matter.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Milne".

Barbara Milne  
Administrator



D I S T R I B U T I O N



# News Release Communiqué



#23

Ministry of Education  
and Training

Ministère de l'Éducation  
et de la Formation

## High school reform increases emphasis on math, language and science; promotes responsible citizenship

**TORONTO** – (January 9, 1998) Education and Training Minister David Johnson today announced that Ontario's new four-year high school program will place greater emphasis on student skills in math, language, and science and will promote responsible citizenship.

"Our government is committed to a quality high school program that will improve student achievement and prepare students for success in a highly competitive global economy," said Johnson. "These reforms will build on the new elementary school curriculum to ensure rigour throughout Ontario's education system."

The minister noted that the government has consulted broadly on the new high school program, which will start in September 1999. Two million copies of the booklet, *Excellence in Education*, were distributed in the fall of 1996, and more than 20,000 responses were received. The government is implementing the reform in a careful and measured manner to ensure that students are prepared for each step.

"We are pleased to see that many of the recommendations that the Ontario Parent Council made in response to the consultation on secondary school reform have been incorporated in the final document," said Mary Margaret Laing, Chair of the Council. "In particular, we are pleased about the introduction of a graduated and flexible type of streaming starting in Grade 9, the structure and increase in compulsory credits and the introduction of a high school literacy test in Grade 10. We look forward to having continued input into the development of the new and more rigorous secondary school curriculum."

To graduate, all students will be required to complete 30 credits. Of these, 18 credits will be compulsory. That's two more compulsory credits than at present. The remaining 12 credits will be optional and will enable students to pursue individual interests and meet university, college or work requirements. Across the entire secondary program, curriculum will reflect public desire for an increased emphasis on math, language and science, and preparation for responsible citizenship.

Visit the Ministry of Education and Training's World Wide Web site at <http://www.edu.gov.on.ca>.

-2-

In response to concerns that the old streaming system was too restrictive, Ontario will introduce a graduated type of streaming that will keep as many options as possible open for students in the earlier grades and will prepare students in the senior grades for their future destinations in postsecondary institutions, apprenticeship programs and the workforce.

In Grades 9 and 10, core courses will be streamed as **academic** with a focus on theory or **applied** with an emphasis on applications. Students in Grade 9 will not be locked into a stream. They will be able to switch to the other stream in Grade 10 if they choose.

In Grades 11 and 12, courses will be streamed according to the student's chosen destination, whether university, college, or apprenticeship and work. Joint courses may also be offered.

Other directions for the new high school program which will be based on high standards and accountability include:

- a requirement for students to complete 40 hours of community involvement prior to graduation;
- introduction of a high school literacy test prior to the end of Grade 10 -- this provides time for remediation and further testing for students who do not meet the required standard;
- the establishment of a provincial partnership council to help expand co-operative education, work experience, school-to-work and community involvement programs and increase private sector participation in them;
- a teacher-advisor system for students in Grades 7 to 11 -- the advisor will monitor a student's academic progress and be a key school contact for parents; and
- a prior learning assessment process that will allow students to receive a credit without taking a course if they can demonstrate through testing that they can meet high provincial standards -- a maximum of four PLA credits will be allowed for each high school student.

"These new directions will ensure a high school program that prepares students for the realities of our changing world," said Johnson. "Most important, they provide opportunities for every student to succeed - in the classroom and in the future."

- 30 -

For more information:  
Karin Dillabough  
Communications Branch (416) 327-7524

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Visit the Ministry of Education and Training's World Wide Web site at <http://www.edu.gov.on.ca>.



# Backgrounder Renseignements



Ministry of Education  
and Training

Ministère de l'Éducation  
et de la Formation

## Highlights of the New High School Program

### 1. Streaming

Ontario will introduce a graduated type of streaming that will keep as many options as possible open for students in the earlier grades and will prepare students in the senior grades for their future destinations. Students will begin to explore future goals and course choices through the development of an annual education plan which will start in grade 7. Teachers and parents will help them as they make these choices.

The old streaming was too restrictive. Many students made early choices that limited future options. It led to high dropout rates in basic and general level courses, and the 50 per cent of students who entered the workplace directly from high school did not always have the preparation required for success.

The new streaming keeps options open for students. It is also flexible. Students in Grade 9 will not be locked into a stream. They will have the prerequisites to switch to the other stream, if they choose, in Grade 10. In Grades 10, 11 and 12 there will be transfer courses that will allow students to move between streams if they choose. In the senior grades, courses will be streamed according to a student's chosen destination. Colleges, universities and business will participate in curriculum development so that both parents and students can be assured that courses are relevant and will prepare students for the destination that they have selected.

### Grade 9 and 10 Courses

- Courses will be streamed as either academic or applied.
- Both academic and applied courses will cover similar core content. Applied courses will cover core content with a focus on practical applications. Academic courses will cover core content with a focus on theory plus enrichment activities.
- Some courses (e.g. physical and health education) will be open, and single-streamed.
- Streaming in Grade 9 has been designed so that the courses students take will prepare them for either Grade 10 stream. Grade 9 students will be able to move to the other stream in Grade 10 if they choose.
- Some Grade 10 courses will be prerequisites for specific Grade 11 courses. Students will have to consider future goals when they make choices for Grade 10.
- Transfer courses will be available for students in Grades 10, 11 and 12 who want to move to another stream, or change their mind about future goals.

## Grade 11 and 12 Courses

- Courses in Grades 11 and 12 will be streamed according to the students' chosen destination, whether university, college, or work.
- Not every subject will require four streams. For example, if the requirements for university and college are the same for a specific subject, then a joint college/university course will be offered. Some courses will be equally valuable to both university- and college-bound students. There will be no need to duplicate courses in these situations.
- Students may select courses from different streams according to their goals and interests.
- As in Grades 9 and 10, some courses will be open and single-streamed.
- Courses will be developed with input from colleges, universities, and the private sector so that students and their parents can be assured that their high school courses will prepare them for their chosen destinations. University stream courses will be designed with input from universities, thus will meet their requirements. The new stream of work courses will be developed with input from business so that students can be assured that they will acquire the skills and knowledge that will prepare them for success at work.
- Students who change their minds about future goals may take a transfer course to allow them to move between streams.

While there is flexibility for students to change their minds, new supports will help them make more informed decisions in the first place. Students will have the support of a teacher-advisor and will prepare an annual education plan starting in Grade 7 to help them make decisions about courses that will work best for them and their future goals. Thus when they move on to high school they will have some basis for course selection. Students and parents will need to consider all options when they make course selection.

The new system will help the students who move directly from high school to the work place, which is the case for almost 50% of all students who enter Grade 9. Cooperative education and school-to-work programs will be expanded in cooperation with business, educators and the voluntary sector. These programs will provide valuable learning opportunities and help students make choices about future goals. In addition, special courses will be designed with input from business that will prepare students who choose to move directly to the workplace.

## 2. Compulsory Credits

Students will be required to complete 30 credits of 110 hours each to obtain a high school diploma. Eighteen of these credits will be compulsory, two more than is presently the case. They reflect public desire for an increased emphasis on math, language and science, and preparation for responsible citizenship. The remaining 12 credits will be optional, allowing students to pursue individual interests and meet university, college or work requirements. Compulsory credits include:

- 4 English/français - one credit per grade
- 1 French as a Second Language/English/anglais
- 3 Mathematics - at least one in Grade 11 or 12
- 2 Science
- 1 of Grade 11 or 12 Science or Grade 9-12 Technology
- 1 Canadian History
- 1 Canadian Geography
- 1 Arts
- 1 Physical Education and Health
- 1 of English/français, a third language, Social Science, Canadian and World Studies, or anglais,
- 1 Civics and Career Studies
- 1 of Physical Education, Music, Art, Drama, Dance or Business/ Entrepreneurial Studies.

The compulsory courses selected reflect discussions held with representatives of parents, teachers, students and business. They will ensure that students have a solid grounding in core subjects such as Language, Mathematics and Science, as well as knowledge in other subject areas that would provide them with a well rounded high school education.

The extra requirements of Catholic and French language schools were taken into consideration when the number of compulsory credits was established. Students in these schools will be able to complete curriculum requirements along with the special religious and language credits required by Catholic and French language schools.



### 3. Community Involvement

To encourage civic responsibility and promote community values, all students will be required to complete a minimum of 40 hours of community involvement prior to high school graduation. This activity will be in addition to the 30 credits required for a high school diploma.

Through community involvement, students can experience first hand how everyone can make a contribution to their community. Voluntary organizations are one of the many sources of placements for community involvement. Many informal opportunities within a neighbourhood also exist. For example, a student could help a nearby senior citizen or tutor younger students in a school homework program.

The program will be flexible so that all students will be able to find ways to participate. The Ministry will work with school boards and other groups to suggest ways to provide students in remote and rural communities with enough opportunities to participate, and to identify appropriate opportunities for students with special needs.

Teachers will not have to supervise these placements. Students will be responsible for fulfilling their community involvement requirement on their own – just as the thousands of young people in Ontario who are involved in volunteer work do now. There will be a clear process and clear expectations for how students will report on their activities.

### 4. Provincial Partnership Council

Co-operative education, work experience, and school-to-work programs help students make decisions about future goals based on real-life experience. A provincial partnership council will be established to help expand these and community involvement programs, and increase private sector participation in them. The council will include representatives from government, education, business and the voluntary sector.

These representatives will be appointed by the Minister of Education and Training.

The strategy to expand these programs will include activities at a provincial and local level. School boards will have to develop and offer their programs based on provincial guidelines



## 5. Teacher-advisors

To help students as they move from elementary school to high school and make decisions about high school courses related to future goals, schools will establish teacher-advisor systems for students in Grade 7 to 11. The teacher-advisor will monitor a student's academic progress and will be a key school contact for parents.

Many schools already have successful teacher-advisor programs in place. Teacher-advisors complement the work of guidance counsellors and other teachers by keeping an eye on the progress of a small group of students. Both guidance teachers and teacher-advisors are part of the school's plan to ensure that students achieve their goals.

The teacher-advisor system ensures that all students have an adult who is monitoring them regularly. The teacher advisor will have regular contact with the student and will have an overview of the student's progress in all subject areas and other aspects of school life. Through this one contact, parents may obtain an overview of their child's progress at school. This will not prevent parents, however, from communicating with the other teachers.

There are many teacher-advisory models that can be used. Schools and school boards will have the flexibility to choose the one that best meets the needs of their students and school community, and reflects provincial policy.

The program will be phased in over three years and will focus on students in grades 7 to 11. The Ministry will assist schools and boards with training and resource materials for teacher-advisors as required.

## 6. High School Literacy Test

Literacy is a key skill that students require for future success. The high school literacy test will ensure that all Ontario students have the required literacy skills that will enable them to achieve success.

The high school literacy test will be conducted before the end of Grade 10, rather than in Grade 11 to provide time for remediation and further testing for students who do not meet the provincial standard. Students will be required to pass the literacy test to graduate and the test result will be recorded on the student transcript, as is the case with the students' achievement in other course work.

The literacy test will be based on the provincial language curriculum for Grade 9 English/français. Students taking ESL will only take the test when they have reached this level in their language studies. For student with special needs, there will be policies and guidelines for accommodation for the high school literacy test as there is for other provincial testing

## 7. Prior Learning Assessment Process

Through a prior learning assessment (PLA) process, students who can demonstrate that they can pass a course will be able to receive a credit without taking the course. Several evaluation methods will be used to ensure that a PLA candidate has covered the relevant work. All PLA candidates will be required to pass a test based on Ontario's rigorous provincial course standards. This will form the major part of the evaluation. Other evaluation methods may include projects, portfolios and lab work.

High school students will be able to obtain a maximum of four PLA credits, two in any one subject.

Adults will also be able to obtain up to 16 Grade 9 and 10 credits for prior learning experience without having to take a PLA test. To be able to complete a high school diploma, adults will have to earn a minimum of four Grade 11 and 12 credits by attending class and, for the remaining 10 credits, they will have to:

- . present credentials to establish equivalency for a course;
- . complete successfully a PLA test for the course; or
- . complete the course in school or through correspondence.

## 8. New high school curriculum

A new, rigorous curriculum will be developed for the new high school program with input from universities, colleges and business to ensure course content has the appropriate rigour and relevance to prepare students for postsecondary education and work. The curriculum will emphasize math, language and science. All students will be required to take an extra math course and one extra science course or a technology course and complete a community involvement requirement.

While a curriculum will be developed for each stream, it will be less complicated than the current system. For example, there is one less stream in Grade 10. In Grades 11 and 12, not all courses will be offered in four streams. In fact, there will be fewer courses under the new curriculum than the old.

The new high-school curriculum will be written over the next eight months. The requests for proposals are being sent out immediately and will be posted on MERX, the electronic bidding system, on January 14, 1998. The new curriculum will be released next winter.

# Fact Sheet Renseignements



Ministry of Education  
and Training

Ministère de l'Éducation  
et de la Formation

## High School Reform

**Fall 1996** - Public consultation. Two million copies of the booklet *Excellence in Education* were distributed and more than 20,000 responses were received. Public meetings were held in eight Ontario locations and Ministry staff met with parent, teacher, student, school board, business, college, university and special education representatives. The valuable input from these consultations has been used to shape Ontario's high school reform.

**June 1997** - Announcement that new four-year high school program will start for students entering Grade 9 in 1999. Students in Grade 7 in 1997-98 will be prepared for the new high school program by the rigorous new elementary school curriculum.

Initial directions for the new high school program were also announced. These included:

- \* Streamed courses in Grade 9;
- \* A requirement for 30 credits of 110 hours each for a high school diploma;
- \* A rigorous new high school curriculum;
- \* More relevant guidance and career education programs;
- \* A new provincial high school literacy test, and
- \* Full disclosure on students transcripts of all Grade 11 and 12 results.

As well, the government said that it would reinvest some of the savings from the move to a four year program to ensure there is fair access to colleges and universities for the double graduating class in 2003 ( the last from Grade 13 and the first Grade 12 graduates under the new program).

**July-December 1997** - Meetings were held with representatives of 55 provincial organizations to discuss which courses should be compulsory; how to expand co-operative education and work experiences and increase private sector participation in them; the type streaming that would be best for students; how students can be linked to teacher-advisors; and other details of the announced directions for high school reform.



- Page 2 -

**January 1998** - Announcement of further directions for high school reform including:

- \* A new graduated type of streaming for Grades 9 to 12;
- \* Increased emphasis on math, language and science;
- \* Make-up of the 18 compulsory courses required for a high school diploma, up from 16;
- \* Establishment of a provincial partnership council, with representatives from the voluntary sector, business, education and government, to suggest ways to expand co-op education, work experience, school-to-work and community involvement programs, and increase private sector participation in them;
- \* A requirement for students to complete 40 hours of community involvement prior to graduation;
- \* A teacher-advisor system for students in Grades 7 to 11;
- \* Introduction of the high school literacy test prior to the end of Grade 10; and
- \* A prior learning assessment policy that will allow students to receive a credit without taking a course if they can demonstrate through testing that they can meet high provincial standards.





Ministry  
of Education  
and Training

Ministère  
de l'Éducation  
et de la Formation

Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2  
Telephone (416) 325-2600  
Facsimile (416) 325-2608

Edifice Mowat  
Queen's Park  
Toronto (Ontario)  
M7A 1L2  
Téléphone (416) 325-2600  
Télécopieur (416) 325-2608

Minister

Ministre

**Memorandum to:** Chairs of District School Boards

**From:** David J. Johnson  
Minister of Education and Training

**Date:** December 30, 1997

**Subject:** Short Year Funding

In his April 18, 1997 letter, my predecessor advised that stable funding would be provided to school boards for the short year period from January 1, 1998 to August 31, 1998. In consultation with sector representatives, it was determined that 62 per cent of 1997 levels constitutes stable funding.

The Ontario government is not only fulfilling but exceeding this commitment by providing approximately \$170 million in excess of the 62 per cent stable funding. In addition, boards will also receive the short year component of the two-year, \$650 million capital program announced earlier this year.

School boards will receive \$7.942 billion for the short year period. This amount is comprised of \$4.194 billion in provincial operating grants and \$3.748 billion in local property taxes. The global amount for your board as estimated by the Ministry will be provided early in January; final calculations will be available pending your board's completion and return of financial documents which the Ministry will forward to you in January.

Funding at the \$7.942 level recognizes enrolment growth as well as Junior Kindergarten programming for those boards which launched JK in 1997. Recognition is included for extraordinary tax writoffs and net over levies.

I am pleased to be able to advise you that early in the new year, we will be making an announcement on transition funding. Amalgamating boards and the new French language boards are particularly concerned about interim assistance for the startup of their new organizations. I am expecting recommendations from the Education Improvement Commission on the issue of transition funding shortly.

Details of the transition funding application process will be available in the new year, and boards are encouraged to submit their applications as early as possible.


There will also be an announcement of the student-focused funding system early in the new year. This new, fair funding system will establish a base amount for educating each student (the foundation grant) which reflects fiscal responsibility and meets the needs of students. Additional special purpose grants will recognize differences in student and board needs.

For this short year period, the government will provide stable funding for the Toronto District Public School Board and the Ottawa-Carleton District Public School Board based upon their local tax revenues for 1997.

The Ontario government is committed to moving ahead with reform of the education system in order to achieve improved student performance through the rigorous new curriculum, greater accountability to parents and taxpayers through standardized testing and reporting, and a fair system of funding which focuses resources on teachers and students in the classroom.

I look forward to working with you in the coming months to ensure that reform of our education system is accomplished in the most effective manner possible to the benefit of Ontario's students.

Sincerely,



David J. Johnson  
Minister of Education and Training

## **Stable funding for Ontario schools in 1998 "short year"**

**TORONTO** — (December 30, 1997) The Ontario government has delivered on its promise of stable funding to the new district school boards for the January to August transition period, Education and Training Minister Dave Johnson announced today.

Ontario will provide a total of \$7.942 billion for the operation of the new district school boards. This is the amount needed to maintain programs and services from January 1, 1998, to August 31, 1998, when the new school year begins.

"We are meeting the commitment we made last April by providing secure and stable funding for schools through the 1997-98 school year," Johnson said. "Stable funding will enable the new district school boards to make a good start and focus on the important task of delivering quality education."

Details of the January 1 to August 31 funding will be sent to all boards early in January.

In addition, the government will be announcing transition funding for new district school boards. Boards will be encouraged to apply for the funding as soon as details become available early in the new year.

"This shows our commitment to the new district school boards," Johnson said. "Our goal is to build an education system with a greater focus on quality and achievement in the classroom. Stable funding for the new school boards will help us achieve that goal."

- 30 -

For further information:

Danièle Gauvin, Ministry of Education and Training, (416) 325-2630





DSB Old boards	New base	1997 Base	Residential Taxes	New Base for Old Board (1997 Grants Plus 50% Res. Taxes)			Data source : CF= 1997 costing framework, BD= 1997 exp. alloc.		
				English	French		English	French	
21 HAMILTON B OF E	115,461,515	69,585,673	92,721,865	99.58%	0.42%		115,461,515		485,091 BD
21 WENTWORTH CTY B OF E	60,007,683	34,052,068	52,007,292	99.92%	0.08%		60,007,683		48,031 CF
New DSB No. 21 Totals	175,469,197	103,637,741	144,729,157				175,469,197		533,122

al. The "holback"  
was received in  
Dec 97. This cheque  
represents the first  
payment for 1998.  
Ozy.

PROVINCE OF ONTARIO  
PROVINCE DE L'ONTARIO



MINISTER OF FINANCE

*Erin O'Sullivan*  
*Tracy Salter*

GENERAL ACCOUNTS  
COMPTES GÉNÉRAUX

PAY / PAYEZ TO / À \*10,757,000 DOLLARS AND 00 CENTS  
\$10,757,000.00 CENTS

DISTRICT SCHOOL BOARD NO. 21

8322100 CH

JAN / JANV 06, 1998

French

Canadian Imperial Bank of Commerce  
Commerce Court  
Toronto, Ontario

English

0.08%  
0.42%  
115,461,515  
60,007,683  
175,469,197

French

Banque Canadienne Impériale de Commerce  
Commerce Court  
Toronto (Ontario)

ADT 0000032

PAYMENT O  
SE DIRECT

# ***BOARD REFERRALS***





#20

## DUNBAR ASSOCIATES

66 Metcalfe Street  
Guelph, Ontario N1E 4X6

Allan Greenleaf, Director  
Wentworth Board of Education  
357 Wilson St. E.  
Ancaster, Ontario  
L9G 4B7



1-800-879-3170

### Re: Seminar on Conflict of Interest

We would like to invite you and your board of trustees to a seminar conducted by Rob Forbes, the author of *Municipal Conflict of Interest, Plus*. We are enclosing our announcement in sufficient quantities for your newly elected board together with order forms and would ask that you distribute them to the trustees.

### CONFLICT OF INTEREST

New trustees are going to be quickly thrown into the arena and will need early advice about the requirements of this Statute.

Experienced trustees have faced several years of change regarding this Statute. Not only has the legislature passed and not proclaimed a replacement statute, leaving trustees uncertain about the specifics that are now law, but the courts have dramatically changed the content of the Statute which is in force.

This is an ideal opportunity for them to understand the Statute and clarify its content.

### ALL LOCAL BOARDS ARE INVITED

There are few opportunities for all local decision makers to get together on a topic of mutual interest. And yet, with the changes that are to be assumed or imposed upon these decision makers over the next 3 years, there should be. This is an ideal opportunity. This topic is of crucial interest to all local boards within your Region.

While there will be an opportunity for members of various boards to renew and make new acquaintances with members of other boards, you may wish to augment the seminar with an event of your choosing. If you do, please feel free to contact the hotel and make any arrangements you desire. We only ask that you advise us of the details to avoid conflict.

### PUBLIC SUPPORT

Each trustee is entitled to the basic tools to carry out his obligation as a trustee and this is the opportunity to provide that support for one of the most basic of those tools. We believe that both the seminar and the book are essential to permit the trustee to perform his function.

While, we have provided the flexibility of each board to choose between the book and the seminar and both, we have provided a discounted price for the purchase of both at \$125 including gst. It is our hope that the board itself will sponsor the individual members to this important seminar.

### ADDITIONAL BOARDS

We have attempted to locate all local boards within your Region. If you know of a board which we have missed, please feel free to directly invite them, or to contact us to insure that we do so. The greater the cross section of boards in attendance, the better the outcome of the seminar.

### ALTERNATIVE ARRANGEMENTS

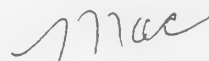
We have organized a number of seminars in various centres. Your members are welcome to choose the date and location most convenient to them. Alternatively, should you feel that this topic is of such importance that you would prefer an exclusive session, please contact our seminar organizer, Sharon Logan, for details.

### CONCLUSION

A full understanding of this topic by each of your trustees is of public importance, being the foundation of a smoothly operating board. We know that you will be recommending this seminar to your board members and to those of your staff who will be called upon to assist those trustees. If you have any questions or comments, please feel free to contact our seminar organizer, Sharon Logan.

I will be in touch with you in the near future to discuss this matter further and remain,

Yours very truly



Macdonald Dunbar

#21

Ministry of Education  
and Training

Kitchener-Waterloo District Office  
Corporation Square  
30 Duke Street West, Suite 505  
Kitchener ON N2H 3W5  
Telephone: (519) 571-6133  
FAX: (519) 571-6148

Ministère de l'Éducation  
et de la Formation

Bureau du district de Kitchener-Waterloo  
Corporation Square  
30, rue Duke Ouest, Suite 505  
Kitchener ON N2H 3W5  
Téléphone: (519) 571-6133  
TÉLÉCOPIEUR: (519) 571-6148



Ontario

December 17, 1997

er240\0008.ed

MEMORANDUM TO: Directors of Education

FROM: Norah Franklin  
District Manager

SUBJECT: *Education Quality Improvement Act, 1997 (Bill 160)*

In order to respond to requests for information sessions on *Bill 160* and the regulations made thereunder, this District Office is prepared to provide information sessions to district school boards. We plan to use the "Train-the-Trainer" model; board teams attending the district office information sessions will be able to conduct presentations for other local groups within their boards.

If you are interested, please notify us and prepare a team from your board (possibly composed of a supervisory officer, trustee, chair of a school council, teacher, school administrator, and a member of the non-teaching staff) which would attend the session.

We anticipate that the information sessions would be approximately 2 - 3 hours in length and conducted early in the new year at locations to be determined; further details about the sessions and copies of resource materials which board teams can use when conducting their own presentations will be provided once your confirmation of interest has been received.

Please contact Eve Davies at (519) 571-6133 or 800 909-6553 as soon as possible to confirm your interest in participating in such a session.

Thank you.

  
Norah Franklin  
District Manager

Note to Trustees:  
I've confirmed our interest  
in putting together such a team  
from the Hamilton-Wentworth  
District School Board.  
1997.12.18  
S. D. [Signature]



Ontario Public School Teachers' Federation

Fédération des enseignantes et des enseignants  
des écoles publiques de l'Ontario

December 19, 1997

5160 Orbitor Drive, Mississauga, Ontario L4W 5H2  
Telephone (905) 238-0200 Fax (905) 238-0200

Mr. A.A. Greenleaf  
Director of Education and Secretary  
Wentworth County Board of Education  
357 Wilson Street East  
Ancaster, ON L9G 4B7



#22

Dear Mr. Greenleaf:

We are writing to you in respect of the deduction and remission of Federation dues in respect of occasional teachers employed by the District Board of Education effective January 1, 1998.

As you may be aware, until March 31, 1998, the dues in respect of teachers governed by the *Teaching Profession Act* will continue to be deducted and remitted to the Ontario Teachers' Federation in accordance with established practice and that such dues are payable with respect to all contract teachers including principals and vice-principals. However, occasional teachers continue to be excluded from the *Teaching Profession Act* until March 31, 1998, and from these dues remittance provisions.

In respect of occasional teachers, the provisions of *Bill 160* designate The Ontario Public School Teachers' Federation and the Federation of Women Teachers' Associations of Ontario as bargaining agents for a statutory bargaining unit made up of all occasional teachers in the elementary panel employed by a District School Board.

By Memorandum of Agreement entered into between FWTAO and OPSTF all dues in respect of occasional teachers shall continue to be remitted to OPSTF from January 1, to August 31, 1998. Attached hereto is a copy of that Agreement.

In accordance with the provisions of the collective agreement and the provisions of *Bill 160*, which are binding on the District School Board, we would request that the Board ensure that dues are deducted in respect of each occasional teacher's salary employed by the Board in the amount of 1.6% of an occasional teacher's daily salary and remitted to the OPSTF effective January 1, 1998.

We would request that you provide us with a complete list of all occasional teachers, including Social Insurance Number, employed by the Board, and a list of occasional teachers employed in the month of January including the daily salary paid, together with the deducted amount.

The Federation is prepared to indemnify and hold the District School Board harmless from any claims, suits, attachments, and any form of liability as a result of such deductions.

Should you have any questions with respect to the foregoing please do not hesitate to contact me.

Sincerely,

DJL/ct  
Enclosure

David Lennox  
Secretary

cc: Payroll Department





## MEMORANDUM OF AGREEMENT



between

Federation of Women Teachers' Associations of Ontario (FWTAO)

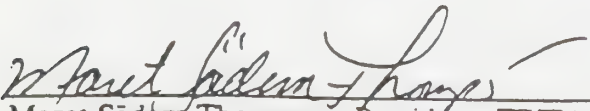
and

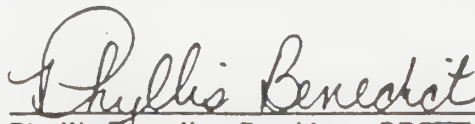
Ontario Public School Teachers' Federation (OPSTF)

Whereas it is in the best interests of FWTAO and OPSTF to support stability during the transition period of January 1<sup>st</sup> - August 31<sup>st</sup> 1998 this Memorandum of Agreement is adopted to cover all occasional teachers who teach in the public elementary schools of Ontario.

1. That all occasional teachers who teach in the public elementary schools in Ontario be dual members of FWTAO and OPSTF from January 1<sup>st</sup> to August 31<sup>st</sup> 1998.
2. That all OPSTF Branches shall continue as OPSTF Branches from January 1<sup>st</sup> to June 30<sup>th</sup> 1998.
3. That all fees received from all organized OPSTF Branches and intermingled OPSTF Branches continue to OPSTF from January 1<sup>st</sup> to August 31<sup>st</sup> 1998.
4. That all fee rebates to all organized OPSTF Branches and intermingled OPSTF Branches continue to be paid by OPSTF for fees received from January 1<sup>st</sup> to August 31<sup>st</sup> 1998.
5. That FWTAO and OPSTF shall jointly undertake the organization of occasional teachers who teach in public school boards or school authorities which are not organized as Branches of OPSTF.
6. That all fees received from a newly organized area as set out in 5 above be held in trust for ETFO.
7. That OPSTF shall pay all costs for organizing the occasional teachers in the school boards or school authorities as set out in 5 above.
8. That OPSTF shall pay all expenses for FWTAO and OPSTF staff who are providing assistance in the negotiation of new collective agreements for occasional teachers.
9. That OPSTF shall pay for the costs of all grievance support in OPSTF Branches or intermingled Branches from January 1<sup>st</sup> to August 31<sup>st</sup> 1998.

DATED at Toronto this 9th day of December, 1997.

  
Maret Sâdem-Thompson, President, FWTAO

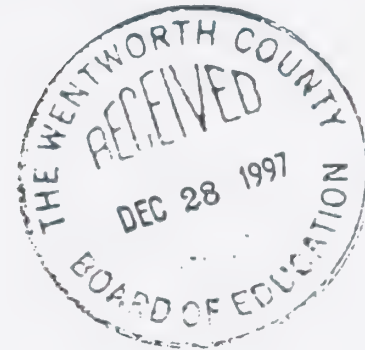
  
Phyllis Benedict, President, OPSTF



Ontario Public School Teachers' Federation

Fédération des enseignantes et des enseignants  
des écoles publiques de l'Ontario

5160 Orbitor Drive, Mississauga, Ontario L4W 5H2  
Telephone (905) 238-0200 Fax (905) 238-0200



December 8, 1997

Mr. A.A. Greenleaf  
Director of Education and Secretary  
Wentworth County Board of Education  
357 Wilson Street East  
Ancaster, Ontario  
L9G 4B7

Dear Mr. Greenleaf: *al*

The Ontario Public School Teachers' Federation Positions of Added Responsibility (PAR) Committee regularly communicates with school and system leaders to keep them informed on a variety of issues. The PAR mailing will reach over 4000 leaders across the province and includes the following:

A. PAR Committee Sponsored Institutes and Resources:

(1) Viewpoint

Viewpoint, Volume 18, "Personal and Professional Ethics and Conduct, the cases of Malcolm Ross and Yves Audet".

(2) PAR Institute: The Political Principal: Refining the Skills for the New Millennium

The Political Principal will be held March 26-28, 1998, at the Delta Ottawa Hotel & Suites. Registration is limited to 125 participants. A detailed registration brochure has been included with this mailing. The registration fee is \$195 per person.

(3) PAR Institute: Legal Issues & The Role of the Principal

Legal Issues & The Role of the Principal (Implications for the New Reality) will be held May 8-9, 1998, in North Bay. Registration is limited to 80 participants. A detailed registration brochure has been included with this mailing. The registration fee is \$125 per person.

B. Curriculum & Research Committee Sponsored Conference.

(1) Act, Reflect, Revise: A Forum for Teacher Researchers

Act, Reflect, Revise: A Forum for Teacher Researchers will be held April 23-24, 1998 at the Oakwood Inn in Grand Bend.. A detailed registration brochure is enclosed for your information. The registration fee is \$90 per person.

C. Professional Development Committee Sponsored Workshops and Conferences

(1) Classrooms 2000

Classrooms 2000 will be held April 23-25, 1998 at Pinestone Inn in Haliburton. The registration fee is \$150 per person. A detailed registration brochure has been included with this mailing.

(2) French Symposium

French Symposium will be held January 30-31, 1998 at the Peel County Board of Education's office. The registration fee is \$75 per person. A detailed registration brochure has been included with this mailing.

(3) Workshop - Ages 12 Through 15: The Years of Transition

The OPSTF released the curriculum resource document **Ages 12 Through 15: The Years of Transition** in September, 1996. The enclosed flyer describes the supporting in-service session available, on a cost recovery basis, to districts, boards and schools.

CAP Info

The Canadian Association of Principals brochures are included with this mailing for your information.

Sincerely,



W.B. (Brad) Kuhn,  
Acting Executive Assistant

WBK:bs  
Encls.



ONTARIO FEDERATION OF SCHOOL ATHLETIC ASSOCIATIONS  
FÉDÉRATION DES ASSOCIATIONS DU SPORT SCOLAIRE DE L'ONTARIO

CELEBRATING 50 YEARS OF "EDUCATION THROUGH SCHOOL SPORT"

#23

PRESIDENT:  
CHRISTOPHER J. FOX

PAST PRESIDENT:  
ANNE MACDONALD

VICE PRESIDENT:  
TAMMY CONNOR

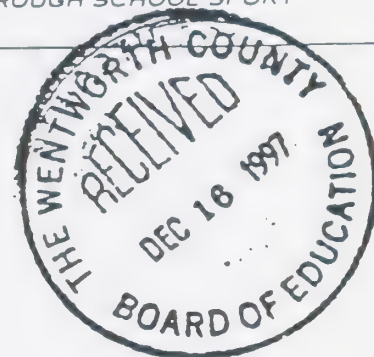
EXECUTIVE DIRECTOR:  
COLIN HOOD

50TH ANNIVERSARY  
COMMITTEE CHAIR  
MARILYN POCOCK

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SNICKERS  
TORONTO RAPTORS  
FOUNDATION

November, 1997

Chairperson  
Local Education Improvement Committee



Dear Chair,

The Ontario Federation of School Athletic Associations (OFSAA), which for the past 49 years has been supported by the Province of Ontario as the governing body for high school sport, is becoming increasingly concerned about the future of school co-curricular activities and in particular, the inter-school sport programs. Bruce Wallace, chair of the Wentworth school board and treasurer of the Ontario Public School Boards Association, said recently:

"If the Province does not assign money for sports, there will be no sports."

The amalgamation of school boards and the change in the way education will be funded in 1998, have prompted a number of questions about school sport. OFSAA has discussed those questions with elected officials and staff from the Ministry of Education and Training over the past 10 months (Attached is an issues paper that was presented to the Ministry of Education and Training). At the present time we understand that there are no answers to the questions although the Ministry has acknowledged that the questions are important ones.

OFSAA believes very strongly in the importance of school sport as a valuable part of the education of our students (attached is a brief summary about OFSAA and the important reasons for school sport). Our fundamental concern therefore and question to the Ministry is:

**Will school sport still be recognised by the Ministry of Education and Training as an important co-curricular program which has as its very basis for existence, an educational focus?**

Once this has been answered, and we have evidence that within Canadian society there is strong support for answering in the affirmative, there are a series of questions which will directly relate to the management and operation of school sport programs

7880 KEELE STREET  
SUITE 206  
CONCORD, ONTARIO  
CANADA L4K 4G7

TEL: (905) 761-5540  
FAX: (905) 761-5542  
E-MAIL: SCHOOLSPT  
@OFSAA.ON.CA

VISIT OUR WEB SITE  
WWW.OFSAA.ON.CA

THE SOLE BASIS FOR THE VERY EXISTENCE OF HIGH SCHOOL SPORT IS THE CONTRIBUTION IT MAKES TO THE GENERAL EDUCATIONAL EXPERIENCE OF THOSE STUDENTS WHO PARTICIPATE



at the local level. These are as follows:

- how will school sport be organized at the local level given some boundary changes and changes in Board of Education mandates and responsibilities?
- how will school sport be funded given the changes in funding responsibilities? OFSAA notes that there are a variety of different funding options already in existence, but all of them show some financial commitment from the existing boards of education;
- will the organization and operation of school sport still be carried out by teacher volunteers who are part of the local high school athletic association in conjunction with and with support of the new boards of education?
- will the new Boards of Education continue to pay the OFSAA student fee which supports the leadership role of OFSAA for school sport as well as the provision of province wide student Provincial Championships and other significant student athletic opportunities. (For 49 years Boards have paid the fee, which is currently 46 cents per student). It should be noted that in December/January 1997/98 all existing Boards of Education will be invoiced for their OFSAA fee for the 1997/98 school year and we trust that these fees will be honoured. \*

It is clear that the Ministry of Education will be required to provide further direction and decisions on financial support, in order to assist the new Boards to continue to ensure school sport is viable in their community. We have received a strong commitment from the local high school athletic associations to continue to plan, program and provide school sport programs. The local athletic associations will be required to make difficult decisions surrounding new league structure, local rules, funding and playing regulations and will need the support of the local school boards. OFSAA has indicated that any OFSAA restructuring will not occur until the local decisions are made. We will of course assist in any way possible to ensure that school sport programs continue.

In summary, and in conclusion, we hope that, as you examine the myriad of issues which are part of the new Board structure, you will support and provide direction to the new Board of Education Trustees for the continuance of school sport programs. There are over 275,000 students and 24,600 teacher/coaches who actively participate in the other half of education who hope that you will be supportive. Should you require further information or clarification, please contact the OFSAA office.

Yours truly,



Colin Hood  
Executive Director



**City of  
HAMILTON**

Office of the City Clerk

71 Main Street West, Hamilton, Ontario, L8N 3T4  
Tel. (905) 546-2700 / Fax (905) 546-2095

1997 December 22

The Hamilton Wentworth Roman Catholic Separate School Board  
90 Mulberry Street  
P.O.Box 2012  
Hamilton, Ontario  
L8N 3R9

#24

OFFICE OF THE

Attention: Jim Daly, Director

DEC 22 1997

DIRECTOR OF EDUCATION

✓ English Language Public District School Board #21  
c/o 100 Main Street West  
P.O. Box 2558  
Hamilton, Ontario  
L8N 3L1

Attention: Merv Matier, Interim Director

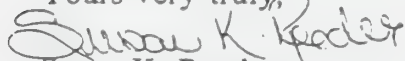
Re: Levy Payments to the Boards of Education

This will confirm that Hamilton City Council, at its meeting held Thursday, 1997 December 11th, approved Section 34 of the First Report of the Finance and Administration Committee, as follows:

34. (a) That the City of Hamilton pay to the Boards of Education amounts levied for school purposes in four quarterly instalments, March 31st, June 30th, September 30th and December 15th of each calendar year, starting from the beginning of the year 1998 as outlined in the Education Quality Improvement Act (Province of Ontario Bill 160 Section 257.11(1) replacing the practice of paying monthly instalments; and,
- (b) That the City provide a copy of the resolution to the Boards of Education advising of the change in the timing of the payments.

Trusting that this confirmation is of assistance to you.

Yours very truly,

  
Susan K. Reeder

Secretary to the  
Finance and Administration Committee

cc A. Ross, Treasurer

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

**REGULAR BOARD MEETING - JANUARY 15, 1998**

**8:00 p.m.**

**A G E N D A**

**8:00 p.m.**

1. Call to Order
2. Opening Reading/Prayer
3. Public Question Period
4. Approval of Minutes (January 5, 1998)
5. Business Arising from Minutes
6. Approval of Agenda

R. Mulholland

**ACTION ITEMS:**

7. Committee of the Whole Board Report
8. Adoption of Committee of the Whole Board In-camera Session Report
9. Notice of Motion
10. Transitional Issues
11. Questions of Committee of the Whole Chairman
12. Chairman's Report
13. O.P.S.B.A. Report

R. Woodworth  
R. Woodworth  
R. Woodworth  
M. Matier

R. Mulholland/  
R. Woodworth  
B. Wallace

**CORRESPONDENCE:**

14. Flamborough Centre School Council re request for representation
15. Premier Harris re response to Bill 160
16. Guy Brown Home and School re assessment of parking/driveway
17. Town of Dundas re Library Board Appointment
18. City of Hamilton re Library Board Appointment
19. Hillcrest Middle School re "Black History Month" ceremony
20. The Ontario Legal Aid Plan re Director's attendance at Area Committee meetings
21. MET Special Education Annual Review
22. D. McGinty, MPP, re Bill 160 opposition

**DISTRIBUTION:**

23. MET re High school reform
24. MET re Short Year Funding
25. Public Questions of Clarification

**Future Meetings:**

SALEP	January 21, 1998
Committee of the Whole	January 22, 1998
SEAC	January 28, 1998

1:00 p.m.  
8:00 p.m.  
7:00 p.m.





A C T I O N      I T E M S



COMMITTEE OF THE WHOLE REPORT

#7

JANUARY 8, 1997

Recommended Action:

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Report of the Committee of the Whole dated January 8, 1998 be adopted as distributed.

1. APPROVAL OF AGENDA:  
THAT THE AGENDA BE APPROVED.
2. TABLED MOTION RE: TRUSTEE EXPENSE/TRAVEL ALLOWANCE POLICY:  
THAT THE MATTER OF TRUSTEE EXPENSE REIMBURSEMENT ALONG WITH POLICIES OF BOTH PREVIOUS BOARDS BE REFERRED TO ADMINISTRATION.
3. S.E.A.C. APPOINTMENTS:  
THAT THE FOLLOWING INDIVIDUALS BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE:  
BEVERLY SHEPARD (ARLENE KAPPHEIM - ALTERNATE) ASSOCIATION FOR BRIGHT CHILDREN  
VICKY WYLSON-SHER (TERESA SIMMS-OBIDI - ALTERNATE) AUTISM SOCIETY ONTARIO, HAMILTON-WENTWORTH CHAPTER  
ROBERT PETERS - CANADIAN NATIONAL INSTITUTE FOR THE BLIND  
CARMELA VIDIC - CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS  
BEVERLY PUPILS (LISA INNES - ALTERNATE) - DOWN SYNDROME ASSOCIATION OF HAMILTON  
BRYAN SHIELDS - HAMILTON ASSOCIATION FOR COMMUNITY LIVING  
LINDA BURNS - HAMILTON COUNCIL OF HOME AND SCHOOL ASSOCIATIONS  
NALDA DALZIEL - HAMILTON DISTRICT SOCIETY FOR DISABLED CHILDREN  
VICTORIA E. KERR JASKIEWICZ - HAMILTON AND DISTRICT EASTER SEALS PARENT DELEGATE GROUP  
SUE BRAMBERGER (CATHARINE FLATT - ALTERNATE) HAMILTON-WENTWORTH COMMUNITY CARE ACCESS CENTRE  
DAVE BUCSIS (TOM PARKER - ALTERNATE) LEARNING DISABILITIES ASSOCIATION OF HAMILTON-WENTWORTH  
THOMAS MUST (DONNA LAZAR - ALTERNATE) ONTARIO ASSOCIATION FOR FAMILIES OF CHILDREN WITH COMMUNICATION DISORDERS  
DR. LINDA ARCHER - ONTARIO PSYCHOLOGICAL ASSOCIATION  
CHARLOTTE VLAHOVIC - THE CHILDREN'S AID SOCIETY OF HAMILTON-WENTWORTH  
HAL BUSHEY - CHOICES
4. STANDING/SPECIAL COMMITTEE STRUCTURE:
  - (A) THAT BRUCE WALLACE BE APPOINTED TO THE WENTWORTH COUNTY HOME AND SCHOOL ASSOCIATION.
  - (B) THAT LAURA PEDDLE BE APPOINTED TO THE HAMILTON HOME AND SCHOOL ASSOCIATION.
  - (C) THAT JUDITH BISHOP BE APPOINTED TO THE STAFF DEVELOPMENT COMMITTEE.

- (D) THAT DARYL SAGE BE APPOINTED TO THE PARKS AND RECREATION COMMITTEE OF HAMILTON CITY COUNCIL.
- (E) THAT DARYL SAGE BE APPOINTED TO THE PLANNING AND DEVELOPMENT COMMITTEE OF HAMILTON CITY COUNCIL.
- (F) THAT DARYL SAGE BE APPOINTED TO THE TRANSPORT AND ENVIRONMENT COMMITTEE OF HAMILTON CITY COUNCIL.
- (G) THAT WILLIAM URIE BE APPOINTED TO THE HAMILTON SAFETY COUNCIL.
- (H) THAT JUDITH BISHOP, RAY MULHOLLAND, LYNN HOWARTH-MCCUE, AND GRACE ROBERTS BE APPOINTED TO THE UMBRELLA BOARD OF FAMILY AND CHILD CARE CENTRES.
- (I) THAT JUDITH BISHOP BE APPOINTED TO THE HAMILTON TEACHERS' FEDERATION RELATIONS.
- (J) THAT LILLIAN ORBAN BE APPOINTED TO THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION RELATIONS.
- (K) THAT RAY MULHOLLAND BE APPOINTED TO THE CANADIAN UNION OF PUBLIC EMPLOYEES RELATIONS.
- (L) THAT JUDITH BISHOP AND JANICE DEWAR BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - VALIDATION COMMITTEE.
- (M) THAT JUDITH BISHOP AND ELEANOR JOHNSTONE BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - PROMOTION PROCESS REVIEW COMMITTEE.
- (N) THAT JUDITH BISHOP BE APPOINTED TO THE PERFORMANCE APPRAISAL SYSTEM, SYSTEM STEERING COMMITTEE.
- (O) THAT ELEANOR JOHNSTONE AND LILLIAN ORBAN BE APPOINTED TO THE SELECTION OF LEARNING MATERIALS (CENTRAL REVIEW COMMITTEE).
- (P) THAT ELEANOR JOHNSTONE AND WES HICKS BE APPOINTED TO THE CALENDAR COMMITTEE.
- (Q) THAT LILLIAN ORBAN BE APPOINTED TO THE CO-OPERATIVE EDUCATION ADVISORY COMMITTEE.
- (R) THAT HEATHER BULLOCK BE APPOINTED TO THE EMPLOYEE ASSISTANCE PROGRAM COMMITTEE.
- (S) THAT ELEANOR JOHNSTONE, JUDITH BISHOP, LILLIAN ORBAN, AND REG WOODWORTH BE APPOINTED TO THE JOINT ADVISORY COMMITTEE.
- (T) THAT JUDITH BISHOP BE THE OPSBA DELEGATE; HEATHER BULLOCK BE THE ALTERNATE; RAY MULHOLLAND BE A DIRECTOR TO OPSBA; AND BRUCE WALLACE BE THE ALTERNATE.
- (U) THAT JOE ROGERS BE APPOINTED TO THE SCHOOL TRANSPORTATION SAFETY COMMITTEE.
- (V) THAT WES HICKS, BRUCE WALLACE, LILLIAN ORBAN, ELEANOR JOHNSTONE, AND RAY MULHOLLAND BE APPOINTED TO THE SALARY COMMITTEE.
- (W) THAT JUDITH BISHOP, JANICE DEWAR, AND LAURA PEDDLE BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE.
- (X) THAT JOE ROGERS, JUDITH BISHOP, LILLIAN ORBAN, AND HEATHER BULLOCK BE APPOINTED TO THE SUPERVISED ALTERNATIVE LEARNING EDUCATION PROGRAM.



5. APPLICATION FOR APPROVAL OF AGREEMENT:  
THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD PROCEED WITH THE ENERGY MANAGEMENT PROPOSAL FOR ANCASTER HIGH SCHOOL AS PRESENTED BY HONEYWELL, SUBJECT TO LEGAL REVIEW AND SUBJECT TO WRITTEN VERIFICATION FROM THE EDUCATION IMPROVEMENT COMMISSION.
6. RENTAL REQUEST RE: JERSEYVILLE SCHOOL:  
THAT CORRESPONDENCE FROM STEVEN AND ALISON WILL REGARDING CONTINUED USE OF JERSEYVILLE SCHOOL BE RECEIVED.
7. INVOICE RE: 1998 HAMILTON DISTRICT SCIENCE & ENGINEERING FAIR:  
THAT THE INVOICE FOR TRUSTEES FEES FOR THE 1998 HAMILTON DISTRICT SCIENCE AND ENGINEERING FAIR BE REFERRED TO ADMINISTRATION.
8. RECOMMENDED PROCESS FOR DETERMINING STAFF PLACEMENTS:  
THAT THE PROCESS FOR PLACEMENT OF STAFF, AS RECOMMENDED BY EXECUTIVE COUNCIL, BE APPROVED.
9. IMPACT OF CHANGE OF PAYMENT SCHEDULE:  
THAT THE SEPARATE SCHOOL BOARD REPRESENTATIVES BE CONTACTED TO ATTEND A MEETING WITH THIS BOARD'S REPRESENTATIVES AND CITY OF HAMILTON OFFICIALS TO DISCUSS THE REVISED PAYMENT SCHEDULE AND THAT A REPORT BE BROUGHT BACK TO COMMITTEE.
10. SENIOR ADMINISTRATIVE MODEL:  
THAT THE 13-POSITION SENIOR ADMINISTRATIVE STRUCTURE MODEL BE APPROVED AS PRESENTED, AND THAT THE DIRECTOR OF EDUCATION PROCEED WITH THE APPROPRIATE SUPERVISORY OFFICER PLACEMENT PROCESSES AS REQUIRED FOR REPORT TO THE COMMITTEE OF THE WHOLE MEETING OF JANUARY 22, 1998.
11. SCHOOL TRIPS REQUESTS:  
THAT THE FOLLOWING TRIP REQUESTS BE APPROVED:
  - (A) GRADES 6-8 - ADELAIDE HOODLESS SCHOOL - CAMP WANAKITA FROM FEBRUARY 8-11, 1998 INCLUSIVE.
  - (B) GRADE 8 HAMPTON HEIGHTS - CAMP MINI-YO-WE, MUSKOKA FROM JUNE 10-12, 1998 INCLUSIVE.
  - (C) GRADES 9-OAC + ADULTS - BARTON SECONDARY - STRATFORD ON MAY 19, 1998.
  - (D) GRADES 9-OAC - GLENDALE - ELLICOTTVILLE, NY, USA FROM FEBRUARY 2-3, 1998 INCLUSIVE.
12. APPROVAL OF LEIC RECOMMENDATIONS:  
THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE ESTABLISHMENT OF WORK GROUPS/COMMITTEES TO REVIEW THE RECOMMENDATIONS CONTAINED IN THE LEIC FINAL REPORT AND DEVELOP PROPOSALS FOR TRUSTEE CONSIDERATION.
13. GRADE 3 MATH RESULTS:  
THAT SCHOOL-BY-SCHOOL GRADE 3 MATH RESULTS BE RELEASED IMMEDIATELY TO THE PUBLIC AND THAT THE SCHOOL-BY-SCHOOL RESULTS, AS IN THE PREVIOUS HAMILTON BOARD FORMAT, BE PROVIDED TO THE BOARD ON JANUARY 29TH.

14. EXTENSION OF MEETING:  
THAT THE MEETING EXTEND UNTIL 11:15 P.M. OR UNTIL THE OPEN AND IN CAMERA AGENDA HAD BEEN COMPLETED, WHICHEVER COMES FIRST.
15. TRUSTEE CONCERN - L. ORBAN:  
THAT FEES FOR WENTWORTH COUNTY RESIDENT STUDENTS ATTENDING FRENCH IMMERSION CLASSES WITHIN THE CITY OF HAMILTON BE DISCONTINUED.
16. OPSBA FEE PAYMENT:  
THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD REMIT TO OPSBA \$42,730 WHICH REPRESENTED THE MEMBERSHIP FEES OF THE PREVIOUS-HAMILTON BOARD FOR THE STUB YEAR.
17. CORRESPONDENCE:  
THAT CORRESPONDENCE FROM THE ANCASTER ALLIANCE CHURCH AND COLIN MACDONALD ALTERNATIVE SCHOOL BE REFERRED TO ADMINISTRATION.
18. DISTRIBUTION:  
THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD SUPPORT OFSAA AND THAT THE MINISTRY BE REQUESTED TO CONTINUE PAST PRACTICE AND ALLOCATE SUFFICIENT FUNDS, BOTH IN DIRECT FUNDS AND GRANT MONIES ALLOCATED TO SCHOOL BOARDS, FOR OFSAA TO CONTINUE TO OFFER SCHOOL ATHLETICS.

**NOTICE OF MOTION - R. WOODWORTH:**

At the next regular Board meeting, I shall move or cause to be moved:

1. That correspondence addressed to the Director as Secretary of the Board and to the Chair as Chair of the Board be distributed to all trustees for information.
2. That trustees be furnished weekly, prior to Board or Committee meetings, with the full narrative draft minutes of all Executive Council meetings, on a confidential basis, for information purposes only.
3. That policy be immediately established regarding Standing Committee(s) re: conduct of business, rules of operation, function of committee chair(s), and terms of reference.
4. That policy be immediately developed regarding regulations and procedures for receiving delegations.
5. That the Chairs of Standing Committees receive an extra honorarium of \$2,500.





C O R R E S P O N D E N C E



Mr. A Greenleaf  
Director of Education and Secretary to the Board  
Wentworth Board of Education  
Memorial Building  
357 Wilson Street East  
Ancaster, Ontario.

December 19, 1997.

Dear Mr. Greenleaf,

As we prepare for the amalgamation of the Wentworth and Hamilton Boards of Education, we (the Chairs for the School Councils) would like to propose that a representative of our group, have delegation status at the Board table.

The role of School Councils seems yet to be clearly articulated, but it does appear that we will be expected to perform an increasingly important responsibility in education. This role will require us to be well informed of the business shared at the Board table. We suggest that school council representatives be invited to sit as members on committees of the Board where their input would be appropriate. This would include committees formed to oversee the transition to the new district school board structure.

We realize that we will need to enhance our lines of communication so that issues can be brought to the table for discussion. It will not be enough to have observational status, but rather, we propose to have the opportunity to speak and vote on the issues as do the other Board members.

The mechanism for choosing the School Council representative to the Board has yet to be determined but certainly the selection/appointment/election of this representative should be deemed equitable and fair. We suggest that this position be established within the near future, so that they are working with the members of the new board to establish and define the role and responsibilities.

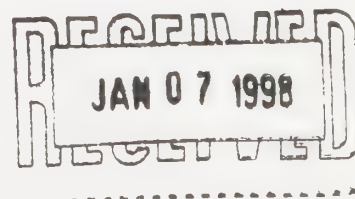
We hope that you are able to see the merits of this request. We perceive this as opening the lines of communication and facilitating the local involvement that may otherwise be lost.

As spokesperson of this group, until another can be appointed, I anxiously await your response to this request and certainly your input as to how to determine the individual who will occupy this position.

Sincerely,



Deborah Pratt - Flamborough Centre School Council Chair







The Premier  
of Ontario

Legislative Building  
Queen's Park  
Toronto, Ontario  
M7A 1A1

Le Premier ministre  
de l'Ontario

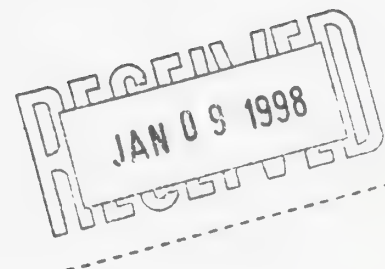
Hôtel du gouvernement  
Queen's Park  
Toronto (Ontario)  
M7A 1A1



#15

December 31, 1997

Mr. Allan A. Greenleaf  
Director of Education and Secretary  
The Wentworth County Board of Education  
357 Wilson Street East  
The Memorial Building  
Ancaster, Ontario  
L9G 4B7



Dear Mr. Greenleaf:

Thank you for your letter of October 28th informing me of the Wentworth County Board of Education's resolution regarding the *Education Quality Improvement Act, 1997*.

As you are now aware, the legislation has received Royal Assent. We are committed to reforms that will give our province an education system that delivers the highest levels of student achievement in the most effective and efficient way. More teacher time in the classroom, an end to larger class sizes, standardized report cards, real province-wide testing to measure success and more parental involvement are the cornerstones of our education reform plan.

Reforms to improve education are, I believe, the stated goals of teachers, trustees, parents, business and of our government. I am hopeful that we can all work together to realize our mutual goals.

I appreciate your raising this important matter with me. The *Education Quality Improvement Act* lays the foundation for the future, and I have enclosed some material on the legislation, for your information.

Sincerely,

A handwritten signature in black ink, reading "Michael D. Harris".

Michael D. Harris, MPP

Enclosure



## FREQUENTLY-ASKED QUESTIONS ABOUT THE *EDUCATION QUALITY IMPROVEMENT ACT*

There has been a lot of discussion about the Ontario Government's reforms to the education system.

Education reform has several components. These include the introduction of standardized report cards, a rigorous new math and language curriculum for grades 1 through 8, standardized testing, and now the *Education Quality Improvement Act*, which recently became law.

The *Education Quality Improvement Act* is a further step towards our goal of ensuring that our children receive a quality education that prepares them for a highly competitive global economy.

However, as a result of the intense debate surrounding the *Education Quality Improvement Act*, many parents, students, educators and taxpayers have questions to which they want and deserve answers.

We hope that the following list of frequently-asked questions will provide you with the details you need to reach your own conclusions about the *Education Quality Improvement Act*.

Should you have any additional questions please feel free to call 1-800-387-5514.

### FUNDING

#### 1. Does the *Education Quality Improvement Act* cut education funding?

No. In fact, the *Education Act* has never dictated levels of funding. For decades, governments have been able to set, increase or reduce funding by regulation.

As in the past, the government's new legislation does not set funding levels.

However, for the first time, the *Education Act* now requires that funding be provided "in a fair and non-discriminatory manner" between public and separate school boards across the province. This would make it impossible for a future government to distribute funds to school boards in an unfair or discriminatory manner.

### DEMOCRACY AND FAIRNESS

#### 2. Hasn't the government just acquired unprecedented power to govern the education system by regulation?

No. Ontario's laws have always been a combination of legislation and regulation.

Legislation is a law passed by the Legislature. A regulation is a rule made by Cabinet or by a minister under authority given by legislation.

For decades, countless aspects of the education system have been governed by regulation. For example, subjects covered by regulation have included: the level of provincial education funding; teachers' qualifications; teachers' contracts; duties of supervisory officers, principals and teachers; the level of provincial education funding; the creation, dissolution and boundaries of school boards; the school year; school holidays; special education; the distribution of school trustees; and numerous other matters.

As they should be, governments are accountable for the regulations they make. Governments are accountable to the Legislature, which can amend or remove a particular regulation-making power. The Legislature also has a special Regulations Committee whose mandate is to review regulations made by the government. Ultimately, governments are accountable to the electors.

The *Education Quality Improvement Act* will not change the mix between legislation and regulations. For example, before our amendments, section 11 of the *Education Act* listed 64 areas in which the government could make regulations. Following our changes, section 11 authorizes the government to make only 53 types of regulations. (Note that certain powers previously in section 11 have migrated to another part of the *Education Act*.)

**3. Are teachers, school boards and parents prevented from challenging the legislation in court?**

Nothing in the *Education Quality Improvement Act* prevents a court challenge to the legislation's constitutionality or validity. Indeed, it would be impossible for any statute to exclude people from challenging the statute in court.

**4. Is the government trying to operate above the law and say that its decisions cannot be appealed or challenged in court?**

No. The only section of the proposed legislation that affects legal challenges to government action is found in special provisions dealing with government supervision or government direction of school boards in *financial difficulty*. Those provisions apply only in rare circumstances, and for the most part repeat provisions which have been contained in the *Municipal Affairs Act* since 1935. The government is merely moving these from the *Municipal Affairs Act* to the *Education Act* where they belong. They are discussed in more detail below.

**5. What about the Education Improvement Commission? Is it now above the law? Can its decisions be challenged?**

Of course the Education Improvement Commission (EIC) is subject to the law.

First, it is important to remember that the EIC is not the government.

The EIC is composed of experienced and qualified individuals drawn from outside the Ontario government. It is co-chaired by the former chair of the Metropolitan Toronto School Board and by a previous Minister of Education under the former NDP government.



The reference to certain decisions of the Education Improvement Commission being final is consistent with other legislation, which give certain powers to administrative agencies or tribunals having specific authority over particular issues. The powers given to the EIC are intended to reduce the time spent by district school boards arguing over the transfer of assets. The courts will still be able to review a decision of the EIC that is unlawful or outside of the EIC's jurisdiction.

The Ontario Labour Relations Board and the Environmental Assessment Board are other examples of administrative bodies whose decisions are final and not subject to review by a court.

**6. Does the *Education Quality Improvement Act* mean that labour disputes will no longer be decided by a neutral commission?**

No. Many people were confused when a former deputy minister of education said that the proposed elimination of the Education Relations Commission (ERC) would wipe out "democratic fairness."

With the passage of the *Education Quality Improvement Act*, labour relations disputes will no longer be decided by the ERC, an independent body with members from labour, management and neutral backgrounds. Instead, they will be sent to the Ontario Labour Relations Board (OLRB), a 50-year old independent body with members from labour, management and neutral backgrounds.

Last year the Wood Commission recommended that the ERC be consolidated into the OLRB. The OLRB already resolves labour relations disputes in other workplaces.

According to the Ontario Federation of Labour, "The Ontario Labour Relations Board has a long and trusted history of independent and impartial adjudication."

**7. Why didn't the government consult more about its changes to education?**

In fact, there has been extensive consultation. There have been 24 separate reviews of education finance and governance since 1950, including two Royal Commissions, ten commissions and committees, two fact-finding reports, two panels, and countless other meetings.

The Ontario School Board Reduction Task Force received public input in 1995, and issued a report in 1996, making recommendations on how to reduce the number of school boards and trustees. The Paroian Report reviewed the effectiveness and efficiency of the process prescribed by the *School Boards and Teachers Collective Negotiations Act* in addressing the interests of students, parents and ratepayers. In his report to the Minister of Education on October 31, 1996, Mr. Paroian made recommendations on the effective and efficient conduct of collective bargaining for teachers and school boards in the current economic climate.

The Education Improvement Commission, chaired by a Minister of Education in the previous government and a former chair of the Metro Toronto public school board, issued a report in August 1997 after consulting extensively with parents, students, teachers, unions, non-teaching staff and directors of school boards. The EIC consulted on issues such as class size, instructional time, and the use of professionals to complement the work of teachers in schools.

In addition, the government had extensive discussions with teachers both before the introduction of the legislation and afterward. Those discussions led to many changes to the bill before it was tabled in the Legislature, and also to amendments which were incorporated into the final legislation.

## STUDENTS

**8. Why does the government's legislation not have anything to do with students? I'm told there's only one mention of the word "student" in the entire bill.**

That's because the legal term used in the *Education Act* is "pupil."

Our legislation mentions pupils 244 times.

The government's goal is to improve the quality of education for Ontario's students so that they can compete with the best in the world.

The new legislation is meant to support the government's comprehensive plan to focus education resources on the student and teacher in the *classroom*. The government has introduced a new rigorous curriculum, standard report cards and province-wide tests. What our children learn and how they are scored are perhaps the two most common goals all parents and teachers share. These improvements are now underway.

**9. Is it true that students will have to begin school earlier in the summer?**

No. Under the *Education Quality Improvement Act*, school boards have the flexibility to require that their **teachers** return to school before the start of the school year to carry out professional development activities and ensure they are ready for the new school year.

It will also allow students the opportunity to have more classroom instruction **during** the existing school year.

For high school students it will add up to ten days of in-class instruction to the school year. This is done by reducing the number of examination days to ten from a maximum 15 and the number of professional activity days from nine to four.

For elementary students, it adds five days of in-class instruction by reducing the number of professional activity days from nine to four.

**10. Won't the *Education Quality Improvement Act* lead to larger class sizes?**

No. In fact, the *Education Quality Improvement Act* sets a limit on average class size for school boards. Average class sizes at the board level will not be allowed to exceed 22 in high school and 25 in elementary school. Unions and school boards will no longer be able to negotiate larger class sizes above these levels.

**11. Isn't it true that the proposed changes will lead to less time and individual attention for students?**

Central to our goals is providing students with more days in the classroom, and more time each day being taught. The *Education Quality Improvement Act* provides for up to ten additional days of in-class instruction for high school students and five additional days of in-class instruction for elementary students, both within the existing school year. Those additional days will increase the time that students spend learning.

In addition, the legislation means that Ontario's high school teachers will spend on average an additional 30 minutes a day teaching their students. This reform brings the total time that Ontario high school teachers spend in the classroom more in line with that spent by their colleagues elsewhere in Canada.

**12. Won't students with special needs suffer because of the changes contained in the *Education Quality Improvement Act*?**

Not at all.

First, all the provisions in the *Education Act* that support children with special needs have been retained. The *Act* continues to require that school boards identify their exceptional children and provide or purchase programs and services to meet their needs.

Second, and consistent with the recommendations of the Wood Task Force, the proposed changes will help parents by simplifying the process through which they could appeal a board's decision regarding the types of programs or services offered to their children.

Third, our legislation requires that every school board continue to have a Special Education Advisory Committee.

**13. Is the government "refusing to give students a voice"?**

Quite the contrary. In fact, the new legislation requires each school board to include at least one student representative from the secondary level.

## **PARENTS**

**14. Is the government trying to reduce parental input and involvement in the education system?**

No. In fact, the *Education Quality Improvement Act* enhances and guarantees parental involvement by requiring a school council in every school. School councils composed of parents and other community members will advise principals on issues such as student discipline, student safety and local priorities.



Further, legislation passed earlier this year (the *Fewer School Boards Act, 1997*) directs the Education Improvement Commission to make recommendations on the feasibility of strengthening the role of school councils and increasing parental involvement in education governance.

**15. Why is the government giving local parent groups unlimited power to manage schools? Doesn't this mean that school councils will run schools, not school boards?**

The government is not taking away the power of principals and school boards to manage their schools.

The role of school councils is advisory in nature. The legislation sets out their functions, but does **not** give them powers. The power and responsibility for schools remains with school boards.

These councils — whom we hope will be composed of parents, the principal, teachers, community members, and at the high school level, students — are required for all schools. These councils will advise principals on issues such as student discipline, student safety and local priorities. Further, legislation passed earlier this year (the *Fewer School Boards Act, 1997*) directs the Education Improvement Commission to make recommendations that would outline the role of school councils.

## **TEACHERS**

**16. I hear that the government wants to replace certified teachers with unqualified classroom instructors.**

That is not accurate.

The government wants students to have the benefit of exposure to specialists with professional expertise — for example, professional librarians to run school libraries and certified human resources professionals to offer career counselling.

However, the government **never** intended to displace classroom teachers. From the outset, section 84 of the legislation referred specifically to “positions that are **not** teaching positions and duties that are **not** teachers’ duties.”

For greater clarity, the government worked with the College of Teachers to develop an amendment that confirms that professional and para-professionals can be used to **complement**, not **replace** certified teachers. It also requires these individuals to have appropriate qualifications.

The College of Teachers announced on October 30 that this amendment responds to its concerns about the use of non-teacher professionals.



**17. Is it true that the legislation allows the government to rip up teachers' collective agreements?**

No. Effective January 1, 1998, new school boards will be established across the province. The government proposes that the first collective agreement between each new school board and the teachers' union be freely negotiated between the parties. Until then, provisions of the existing collective agreement covering the old school board continue to apply.

**18. But I have heard that the government wants to abolish teachers' contracts, removing their employment protection.**

Currently, each teacher is in the unusual position of being covered by two separate contracts. A collective agreement is negotiated between the union and the school board. But each teacher has a second contract, sometimes called a "statutory contract," established by Regulation 310 under the *Education Act*.

Many had recommended that the statutory contract be abolished so that all terms and conditions of employment are contained in the union collective agreement. Further, the statutory contract was set by Cabinet regulation — and the teachers' unions are clearly uncomfortable with Cabinet's power to make regulations.

The *Education Quality Improvement Act* addresses these concerns by eliminating the statutory contracts. Each teacher will be covered by a single contract: the collective agreement that is freely negotiated between the union and the school board.

**19. Does the *Education Quality Improvement Act* say that teachers cannot be protected against dismissal without just cause?**

No. It merely clarifies the avenue for challenging one's dismissal.

Previously, a teacher facing dismissal was in the unusual position of having **two** legal options to challenge the school board's decision. The teacher could take a grievance to arbitration under a union collective agreement that contains a "just cause" provision. Alternatively, the teacher could ask for a special *Education Act* hearing before a judge, known as a "board of reference."

Many had observed that the "board of reference" was an anachronism and was redundant because of the parallel right of grievance/arbitration under the collective agreement.

The *Education Quality Improvement Act* eliminates the redundant "board of reference" option. However, a teacher facing dismissal still enjoys full access to grievance/arbitration under the applicable union collective agreement. In the case of the seven collective agreements (out of 288) that do not contain "just cause" provisions, teachers still will have ample opportunity to negotiate such provisions before "boards of reference" are repealed.

**20. I am told that the proposed changes will result in the loss of 10,000 teaching jobs.**

This is not accurate. In fact, the Teacher's Pension Plan predicts that some 4300 teachers will retire this year, and about 3800 other teachers will leave Ontario schools for other reasons. This means that many school boards will need to hire new teachers to ensure that class sizes remain at provincial averages and that teachers spend as much time in class as do their colleagues in other provinces.

To avoid layoffs, in Spring 1997 the government proposed an early retirement plan that would **protect and increase** job opportunities for newer teachers. To date, the teachers' unions have not accepted the government's offer but we remain hopeful that we can come to an agreement in the near future.

**21. Does the *Education Quality Improvement Act* force teachers to work excessive hours?**

High school teachers in Ontario, on average, spend 3 3/4 hours a day teaching compared to the national average for high school teachers of 4 1/2 hours a day. The new legislation will require that high school teachers in Ontario spend about 30 more minutes a day, on average, with their students. This will bring Ontario high school teachers' classroom teaching time more into line with that of high school teachers elsewhere in Canada.

There will be **no change for elementary** teachers whose in-class teaching time already is close to the national average.

## **PRINCIPALS AND VICE-PRINCIPALS**

**22. Why does the government legislation take principals and vice-principals out of the teachers' unions? Doesn't this decision break a promise that principals and vice-principals could stay in the unions?**

The government believes that, as management employees, principals and vice-principals should not belong to the teachers' unions.

The principal and any vice-principals are responsible for management of the school and the teachers in it. However, principals and vice-principals have been put in the compromising position of being both managers of schools and members of a teachers' union. Among other things, they are responsible for assessing and managing the performance of their fellow union members.

In virtually every other workplace, it is considered a conflict of interest for managers to be union members. Under the *Labour Relations Act*, persons who exercise managerial functions have non-union status.

The Paroian Report recommended that, as managers, principals and vice-principals be removed from union membership. So did the Ontario Parent Council.

However, in consultations before the legislation was introduced, the teachers' unions assured the government that continued union membership would not conflict with principals' and vice-principals' management responsibilities. The unions said that principals and vice-principals do not take part in strikes, but rather remain on duty during strikes and lockouts, even if schools are closed.

At first, the government accepted the unions' assurances that principals and vice-principals would not let union activity conflict with their management duties. However, recent experience has convinced the government that the Paroian Report and the Ontario Parent Council were correct, and that principals and vice-principals should be treated the same as managers in most other workplaces. The *Education Quality Improvement Act* will remove principals and vice-principals from union membership.

**23. Is it true that people without teaching backgrounds can now become principals and vice-principals?**

No. Principals and vice-principals remain teachers and are still required to hold membership in the College of Teachers. In fact, even the director of education for each school board is, and must continue to be, a qualified teacher.

**24. Do principals and vice-principals have a choice about whether to accept this new arrangement?**

Yes. Under the legislation, principals and vice-principals are free to return to teachers' positions and thereby remain in the union. They can choose to do this until April 1, 1998. Those who elect this option will be credited with full seniority for the years spent as principals or vice-principals.

**25. Is it true that the *Education Quality Improvement Act* strips principals and vice-principals of their salary and benefits?**

No. Under the government's legislation, the terms and conditions of principals' and vice-principals' employment — wages, length of service, benefits, sick leave, etc. — are **protected** until September 1, 1998. That gives them time to negotiate new employment contracts with the school boards.

## **SCHOOLS AND SCHOOL BOARDS**

**26. I have heard that the government is taking away powers from locally elected school boards. How are school board powers changed by the *Education Quality Improvement Act*?**

The legislation does remove school boards' power to set or increase local property taxes.

It does stop school board politicians from voting themselves higher salaries and benefits.



And it does prevent school boards and the unions from (1) increasing average class size above the current provincial average and (2) reducing teachers' average in-class teaching time below the current national average.

Except for these changes, the powers and responsibilities of school boards remain essentially the same as they were before passage of the *Education Quality Improvement Act*. In section 171 alone, the *Education Act* details 45 specific school board powers that protect local decision-making and ensure strong public accountability.

**27. Doesn't the legislation transfer powers from local school boards to the provincial Cabinet?**

In the case of education property taxes, this statement is true. School boards increased education taxes 120% during a ten-year period when student enrollment went up 16% and inflation was 40%. Now the government will set education tax rates. And the government has committed that, once set, the rate will be frozen.

With this exception, most powers that the legislation removes from school board trustees are not being transferred to the government. Rather, limits are fixed in the legislation. For example, the legislation — and not the government — establishes maximum average class sizes, minimum amounts of teacher instructional time, and maximum honorariums (not salaries or benefits) for school trustees.

**28. Does the government now have the unilateral power to close schools?**

No. Under the legislation, decisions about school closing remain with locally elected school boards.

Some people note that the *Education Quality Improvement Act* says that the government can "make regulations governing the sale, lease or other disposition of school sites ..."

They fail to mention however that, a few lines earlier on the same page of the legislation, it clarifies that "a board has the power to sell, lease or otherwise dispose of a school site of the board ..."

Decisions about school closings **remain** with local school boards.

**29. Is it true that the government has acquired new powers to dissolve or amalgamate school boards by regulation?**

No. Under section 55 of the old *Education Act*, the government already had broad powers to dissolve or amalgamate schools boards by regulation. That provision, or one of its predecessors, has been in the statute books since at least 1974.



**30. Didn't the government give itself new powers over school boards, including the power to fire school board staff and prosecute school board trustees who disagree with the government?**

The *Municipal Affairs Act* already allowed the government to step in and manage a school board that was in extreme financial difficulty or deficit. This provision or one similar had been in the statute books since at least April 15, 1935. The government merely moved these provisions to the *Education Act*, where they properly belong. It also confirmed that they apply equally to public and separate school boards.

Before it can exercise financial supervisory or financial control powers, the government would first have to commission an investigation and report. The government would then have the power to put the board under financial supervision only if the report recommended supervision or if the board failed to comply with the financial direction of the Minister based on the report. The board would have to be removed from supervision as soon as it finished a year with a balanced budget (or earlier, if the government decided to do so.)

As the *Municipal Affairs Act* already provided, a school board trustee who failed to comply with a government directive made in these special circumstances would be guilty of an offense and a board employee who failed to comply could be dismissed. (Under our legislation, the government will have to provide at least two months' advance notice of a directive.)

These provisions are not new. Here's what Pat Daly, President of the Ontario Catholic School Trustees' Association, said about them: "I am very concerned when I hear some people in education in the province attribute Machiavellian motives to parts of Bill 160 which in fact have either been in the *Education Act* or the *Municipal Affairs Act* for years."

**31. Does the *Education Quality Improvement Act* give the government the power to remove school board trustees?**

Nothing in the legislation allows the government to remove a school trustee from office.

A trustee who contravenes subsection 257.45 of the *Education Act* will be disqualified from holding elected office for five years. However, that provision only applies in the rare circumstances when a school board has been placed under financial supervision. In that instance — and only until the board finishes the year with a balanced budget — school trustees would be required to comply with the government's directives.

Once again, this section simply transfers to the *Education Act* provisions already contained in the *Municipal Affairs Act* — provisions that date back to 1935.

**32. I have been told that the government can exercise these powers without being subject to appeal or court challenge.**

In the rare circumstance when a school board is placed under the government's financial supervision, the government fills the shoes of the school board — for that period of time, it acts in place of the board.

Just as a school board's jurisdiction over day-to-day decisions is not subject to court challenge, the government's jurisdiction to act in the place of the board could not be challenged. The decisions that the government makes in those rare circumstances would still be subject to regular legal processes. For example, an employee dismissed while the government operated the school board would still be able to have a labour arbitrator consider a grievance or to have the court consider a wrongful dismissal lawsuit.

**33. Does the new legislation empower the government to fund private schools through "vouchers," and to create so-called "charter" schools?**

Some groups talk about these issues, but the government's new legislation does not. Nothing in the government's legislation mentions either subject.

**What are some of the highlights of the new legislation?**

*The Education Quality Improvement Act:*

1. Removes school boards' power to set or increase education property taxes. (These taxes increased 120% between 1985 and 1995.)
2. Eliminates the salary and benefits of school board politicians, replacing them with a small honorarium.
3. Requires high school teachers to teach in the classroom, on average, at least 4 hours, 10 minutes per day.
4. Requires elementary school teachers to teach in the classroom, on average, at least 4 hours, 20 minutes per day.
5. Prevents school boards and teachers' unions from increasing or keeping average class sizes above the current provincial averages (22 students per class in secondary schools and 25 students per class in elementary schools).
6. Requires fair and non-discriminatory funding of public and separate schools.
7. Ensures that each school has a school council, which the government intends be composed of parents and other community members.
8. Makes provision for student representatives to sit on school boards.

## POLITICS 101

# Myths and legends of Bill 160

Was Mike Harris' Education Quality Improvement Act really worth striking over?

"The Minister may in writing authorize the deputy minister or any other officer or employee in the Ministry to exercise any power or perform any duty that is granted to or vested in the Minister under this or any other Act."

"Subject to the approval of the Lieutenant Governor in Council, the Minister may order the closing of a school or any class thereof for a specified period."

The minister may, "Grant a letter of permission to a board authorizing the board to employ a person who is not a member of the Ontario College of Teachers to teach in an elementary or secondary school."

Oh, that darn anti-democratic Bill 160, I can hear many of you saying. Why, it gives the education minister absolute power over our classrooms. Just look. He can close schools at will. Any unqualified Tom, Dick and Harry will be allowed to teach.

Well, think again. In fact all of the above quotations were taken not from Premier Mike Harris' dreaded Bill 160, but from the Education Act of 1990, which governs schools right now and which was enacted long before the Tones took power.

Many of the arguments put forth by the teacher unions about Bill 160 are a case of a little learning being a dangerous thing. In an attempt to convince its members that Bill 160 was worth striking over, snippets were plucked from it and held up as examples of "dictatorial" legislation.

In fact, the wording of Bill 160 is fairly standard for legislation of this kind. Yes, it's complex, and yes, it's written in legalese. So is all legislation. But many of the stories that have popped up about its "dictatorial" powers are tall tales.

As with all myths, they have now passed unquestioned into folklore.

For example, some critics complain this bill allows public funding for private schools and permits charter schools.

In reality, there's no mention of charter schools or private school funding in Bill 160. Meanwhile, unions complain that the bill gives too much power to the province, so which is it? Does the bill, devolve too much power to the local level through charter schools, or snatch it away by centralizing authority?

"Bill 160 is all about taking money from the school system," says another myth.

No, wrong again. If the government wants to take money out of the school system, it can just cut its grants to education.

It is true that Bill 160 could well take funding from Metro, but every government since Bill Davis' has tried to wrest away Metro's lucrative commercial and industrial tax base and spread it around the province. The NDP managed to risk Metro of \$70 million in payment for the social contract.

(The province's new funding formula will in fact provide more equitable funding for sep-

arate schools, who must now rely on local taxpayers and businesses to direct their taxes to Catholic schools. It would have been better if the Tones had already released this formula, as the Sun has called for, so we would all know what kind of cuts we're really looking at, and whether equal funding will mean all boards are equally poor.)

Another part of Bill 160 that has been wildly misinterpreted is in a section on finance. It states "officers, employees" etc. of school boards can be fired if a board has been financially mismanaged. Civil rights activists slammed the section as sweeping and autocratic, but it's nothing new.

In fact, this section of Bill 160 was lifted word for word from the Municipal Act, amended in 1935. The wording is contained in both laws because school boards are forbidden by the Municipal Act from running deficits. (This provision has only been invoked once, in a case of gross financial mismanagement.)

### The right to strike

Another myth is that the Tones have written into Bill 160 a section that would, through the back door, remove the right to strike. Unions pointed to a clause that says that the Lieutenant Governor in Council (LGIC) could intervene in "such matters as the LGIC considers advisable to prevent disruption in the education of pupils." Clearly, this section relates only to the school board transition and only in 1997-98.

It was meant to ensure an orderly change-

over to the new district school boards. In the midst of the uproar, the government obtained an outside legal opinion from the respected law firm of Blake Cassels. It advised that no judge would rule that this statute ended the right to strike. If the Tones really wanted to end the right to strike via Bill 160, why would they do it in a way their own legal experts advised them was doomed?

It's also curious that the unions paid no attention to the first and most important set of amendments announced by Education Minister Dave Johnson. Throughout hearings on Bill 160, the government heard repeatedly that individuals and groups were concerned about the most troublesome and controversial items on Page 73. Those clauses allowed the government to set class size and prep time through regulation, permitted the use of non-certificated teachers and defined the role of teachers. Critics complained that prep time and class size had to be spelled out through legislation. Eventually, the government agreed this was a valid complaint.

On Oct. 30, Johnson announced four significant amendments that spelled out exactly the number of minutes of prep time elementary and secondary school teachers would have per week. Class sizes were pegged at 22 and 25 for secondary and elementary respectively and Johnson spelled out that non-certificated teachers could only be used only to complement teachers, not replace them.

Another misconception is the so-called "Henry VIII clause."

"Henry," in this case, was a conflict clause in Bill 160 which the teacher unions named for the infamous king of the Star Chamber. This clause gave the minister regulation-making power during the transition period, saying, in essence that the new clause took precedence over existing law. Even within government, it was acknowledged this was a sweeping power and a lively debate erupted between Johnson's and Premier Harris' staff over whether it was needed.

Eventually the government's own constitutional lawyers advised them it would likely be interpreted so narrowly by a judge that it would be useless and wasn't worth the hassle. So contentious "Henry" got the chop in Johnson's amendments, but the unions never seemed to have informed their members.

Another section of Bill 160 that has caused an uproar among people who know little about the way laws are written is the part that says that orders and directions of the Education Improvement Commission (EIC) are, "final and shall not be reviewed or questioned in any court." That has been slammed as arbitrary and sweeping, when in fact it is fairly standard fare for quasi-judicial boards that long pre-date the Harris government. The Environmental Assessment Board has exactly the same power in law, as does the Ontario Labor Relations Board.

### Limited scope

So does the Education Relations Commission which settles contract disputes between school boards and teachers. However, those three bodies are not governed by a sunset clause, as is the EIC. Bills 160 and 104 clearly limit its lifespan and scope.

Finally why does the province need to centralize power via Bill 160? Because in the past, the buck was passed from school boards to unions to the ministry. No one took responsibility for problems and runaway costs. The government also hopes its new parent councils will bring real local power to schools, although many government caucus members have told the ministry that those councils have already been co-opted by the teacher federations.

Even the move by the government to take principals and vice principals out of the union was misrepresented by the unions as the government attempting to bring in non-teaching managers to run schools. This is ludicrous since Bill 160 clearly defines a school principal as a teacher who has been appointed by the board to run the school.

It would have been helpful if teacher union leaders, instead of promoting mass hysteria for their own ends, had turned the debate about Bill 160 into a real learning experience for everyone, including our children.

Instead, they chose to proclaim that the sky is falling.





## POLITICS 201

# The truth about education reform

Exploding more of the myths and legends surrounding Ontario's Bill 160

**L**et's be clear about what's happening in the ongoing battle for education reform.

This is about control and that's why unions are fighting so hard. They've held a stranglehold on the school system for the past 10 years and they aren't about to give that up now — even to a duly elected government.

That's why the unions have twisted Bill 160 to make it appear the legislation is Draconian and the government undemocratic in the way it's reforming schools. The facts speak differently.

"How can you cut \$667 million from the school system and still maintain educator quality?" one teachers' ad asks. The answer is early retirement. You get a two-for-one special.

Ontario teachers have one of the most lucrative pension plans in the country. This wasn't always so. Several years ago, it was poorly run, limited in investments and burdened with a massive \$8 billion "actuarial" unfunded liability. Taxpayers have been forking over \$400 million a year to fund that "liability" for the last 20 years and are supposed to do so for the next 20 years. That's money that isn't going into the classroom, of course, and it's on top of the \$700 million the government anted up as the employers' share of the pension. So in total this year taxpayers handed over \$1.1 billion to pay for teachers' pensions — almost 10% of the province's education spending.

Meanwhile, the pension fund is doing so well that last year it posted a \$1.8 billion surplus. It's projected that by the end of next year that figure could rise to \$8 billion.

What the government would like to do is offer voluntary early retirement to teachers, using some of these pension funds. It's been estimated it would cost \$800 million to allow teachers to retire when they reach "factor 85" (the total of age plus years of service) from factor 90, an amount that could easily be found in the pension fund. Union leaders have so far refused.

Think about it. The government could then hire young teachers for every one that retired, or simply replace them and not only save a vast amount of money but provide a huge injection of vigor and youth into the school system. Young teachers were sold out in Bob Rae's social contract. Negotiated for and by older teachers, younger ones were pushed down the salary grid and have never recovered.

### Generous retirement

And shed no tears for teachers who take early retirement. The fund's retirement formula is very generous. A teacher with 35 years experience who has been making \$60,000 for the past five years receives \$42,000 annually, adjusted up to 8% each year for inflation.

A teacher who retired six or seven years ago could by now, with the cost of living allowance, be making the same salary as a working teacher. What's more, many teachers get jobs as tutors or in private schools once they quit.

One of the curiosities throughout the teachers' strike and ongoing demonstrations has been the support Marshall Jarvis and the Ontario English Catholic Teachers' Association have given to the ongoing protests. The Tones



have offered, through their per student funding, to redress, "traditional inequities" in school funding that gives Catholic schools much less money than public schools. Under the per student formula, Catholic schools will be funded out of general provincial revenues, rather than through property taxes that must be directed to Catholic boards.

Jarvis claims this takes away the historic right of Catholic schools to tax their parents separately, which is a ludicrous statement. Can you imagine the argument in court? "Your honor, Catholic parents demand the right to be taxed over and above what public school parents are taxed. What's more, we have a constitutional right to inequitable funding for our schools."

In fact, the Ontario Catholic School Trustees' Association (OCSTA) had its lawyers study Bill 160, and put out a paper last week that sided with the government.

"Put simply, OCSTA considers that, although our constitutional taxing rights are suspended by this legislation, both our students and our teachers will benefit from this new way of funding education in Ontario," the trustees said.

One reason why the union is fighting this is that as long as local boards have the right to raise taxes, unions in contract negotiations

with boards, or arbitrators, can ask for property taxes to be hiked to pay for those salary demands.

Another myth that's been spun is that the government seeks unprecedented power to govern the system through regulation. In fact, vast areas of the education system are already governed by regulation — including teachers' qualifications, contracts, duties of supervisory officers, principals and teachers, funding, school boundaries and more.

"The government wants to prevent teachers, school boards and parents from challenging its legislation in court," say critics. In fact, there is nothing in the proposed legislation that would prevent a court challenge to the legislation's constitutionality or validity. Such a statute would be impossible to draft.

### Special provisions

The only section of Bill 160 that affects legal challenges to government action is found in special provisions dealing with school boards in financial difficulty. These provisions only apply in rare circumstances and are already part of the existing Municipal Act.

Then there's the new Ontario student number. The ministry wanted to be able to track the progress of children through the school system, grade to grade and board to board.

In order to do this, they needed to assign numbers. Privacy concerns precluded use of youngsters' social insurance or health card numbers, so the government decided to introduce a new education number. True to form, critics twisted it into an invasion of privacy that would allow government to collect information about students.

Then there is the question of consultation. "This is being rammed through without consultation," critics said. Well, those of us who have covered education for many years choked on that one. There have been 24 separate reviews of education finance and governance since 1950, including two royal commissions, 10 regular commissions and committees, two fact-finding reports ... and on and on ad infinitum.

Moreover, the Education Improvement Commission, chaired by former NDP Minister of Education Dave Cooke and former Metro School board chairman Ann Vanstone, consulted with parents, students, teachers and others before releasing its report in August.

### Trustee removal

One fine example of how a snippet of legislation has been taken out of context and misinterpreted is a provision on the removal of school trustees. "The government can replace school trustees," critics screamed. Well, yes. But only in the rare case when a school board has been placed under financial supervision. Again, it was a section lifted entirely from the Municipal Act of 1935. It isn't new and it's an entirely prudent provision.

This legislation is so sweeping, it allows the minister to close schools, say critics. And it's true, the bill says the government can make "regulations governing the sale, lease or other disposition of school sites." On the same page, however, the bill clearly states that school boards have control over school closures. Furthermore, OCSTA's legal counsel told that body that it was "unable to find any power in Bill 160 that addresses this issue expressly and can only assume that the minister's direction to close a school could come as part of the exercise of his power under Division D dealing with boards and bankruptcy." The lawyers pointed out that the minister already has this power through the Municipal Act.

One of the silliest criticisms is the one from people like NDP Leader Howard Hampton. This bill has nothing to do with students, they say. There is no mention of the word "student" in the entire bill. Well, duh. No, that would be because the legal term used in the Education Act is "pupil." Bill 160 does, however, mention pupils 244 times.

What's most bizarre is that no one seems to question the political reality in all of this. Why would any government follow the scorched earth policy the teacher unions have attributed to the Tories? The goal of any government is to get re-elected. If the Tories did what the unions say they're going to do, they would be committing political suicide.

What is the alternative to Bill 160? What happens if it doesn't pass third reading? The answer is easy. Unions will have won their divine right to rule in our schools and we will have betrayed our kids. And the school system? It will be doomed.



NOV 20 1997

Thursday, November 20, 1997

## Exam time for Tory schools

**T**HIS is the calm after the storm. Scattered protests continue — green ribbons here, a sit-in there — but with the teachers back at work, the bitter fight over Bill 160 is almost history. Ontario's education-reform legislation is working its way through the legislature, and should become law next week. Barring a last-minute surprise, passage is pretty much of a done deal. Ontarians will soon be able to judge for themselves whether the Tories have improved the schools — or merely compounded their problems.

We believe that, a few years down the road, the majority of Ontarians will look back on Bill 160 and conclude that it was the right decision. We also believe that, despite the *sturm, drang* and prognostications of doom surrounding its passage, it won't look revolutionary or even unusual in hindsight. The legislation's objectives are limited, merely following a path already well-worn by other provinces.

For starters, Bill 160 is going to lengthen the number of days students actually spend in the classroom, by adding five days of instructional time at the elementary level, and 10 days at the secondary level. The extra instructional days will be found by reducing the number of exam and professional development days. Originally, the government wanted to give itself the power to administratively set the length of the teaching year, bowing to pressure from the teachers, it has specified the number of teaching days directly in the legislation.

Either way, it's not radical: Ontario is simply bringing its formerly truncated school year up to the national average. Nor is it exactly revolutionary: governments have always set the minimum length of the school year and the minimum amount of teaching done within that year. The bill will also give govern-

ment the power to increase slightly the number of hours a week that secondary-school teachers spend in the classroom. Here again, Ontario trails the nation, with fewer in-class days than other provinces, and fewer classroom hours in each day.

As part of the back-to-the-classroom objective, the province also wants to set a cap on class size. The teachers don't oppose lower student-teacher ratios in principle — after all, smaller classes mean more teachers — but they do oppose the government being able to set such targets independently. In the past, these have been the subject of negotiation between the unions and the school boards.

Again, however, we do not see why the establishment of minimum standards relating to length of the school year, length of the teaching day and student-teacher ratios should not be the prerogative of the provincial government. Some schools may choose to surpass those standards — but like province-wide testing in core subjects, another hardly revolutionary measure Ontario introduced earlier this year — the province should and must set the benchmarks and boundaries within which the education system will operate.

And then there's the money the province plans to cut from the system, about \$700-million from a budget of \$14-billion. The government expects to be able to afford this because, with all teachers spending slightly more time teaching and slightly less time in outside preparation, fewer teachers will be needed. Whether the government will be able to pull this off remains to be seen, though in principle it looks straightforward.

As with all things, time will tell the tale. If Ontarians are unhappy with the outcome of this reform, the next government can and will amend the law. The betting is that it will have no reason to.

## **HOW TO GET A COPY OF BILL 160, THE *EDUCATION QUALITY IMPROVEMENT ACT*, 1997**

Copies of this and other Ontario government publications are available via mail order. Customers living in or near Toronto or Ottawa can shop in person. Refer to below for telephone numbers, mail order, and in person shopping.

### **Phone Order:**

Toronto (416) 326-5300  
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TTY (416) 325-3408

Outside Toronto 1-800-668-9938  
Toll Free

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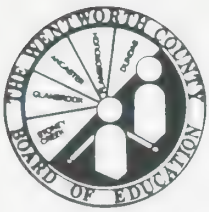
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The cost for the legislation is \$31.50 plus GST.

Those with **INTERNET** access will find the legislation posted at the Ministry of Education and Training's World Wide Web site — <http://www.edu.gov.on.ca>.



# THE WENTWORTH COUNTY BOARD OF EDUCATION

THE MEMORIAL BUILDING, 357 WILSON STREET EAST, ANCASTER, ONTARIO L9G 4B7  
TELEPHONE (905) 523-8621  
FAX (905) 648-5583  
DIRECTOR'S OFFICE (905) 648-7075

October 28, 1997

The Honourable Mike Harris  
Premier of Ontario  
Room 281, Main Parliament Building  
Queen's Park  
Toronto, Ontario  
M7A 1A1

**FAXED**

Dear Premier Harris,

The Wentworth County Board of Education has considered the impact of the dispute centred around the introduction of Bill 160 and has adopted the following resolution:

IT WAS MOVED BY MRS. MUHLSTOCK, SECONDED BY MRS. BULLOCK THAT THE WENTWORTH COUNTY BOARD OF EDUCATION DECLARES ITS LACK OF SUPPORT FOR BILL 160 IN ITS PRESENT FORM; AND, RESPECTFULLY REQUESTS THAT THE MINISTER OF EDUCATION AND TRAINING WITHDRAW BILL 160 AND THEREAFTER PROCEED WITH AN APPROACH, COLLABORATIVE WITH ALL STAKEHOLDERS OF THE EDUCATION COMMUNITY, IN ORDER TO OPENLY AND HONESTLY FIND WAYS TO FURTHER IMPROVE THE QUALITY OF EDUCATION FOR THE STUDENTS OF ONTARIO; AND, THAT A COPY OF THIS RESOLUTION BE FAXED AT ONCE TO THE MINISTER OF EDUCATION AND TRAINING, THE PREMIER OF ONTARIO, THE LEADERS OF THE OPPOSITION PARTIES, AND O.P.S.B.A.

**THOSE IN FAVOUR:** TRUSTEES WOODWORTH, KOWALYSHYN, PATTERSON, STIRLING, MUHLSTOCK, DUNCAN, BEATON, DAVIDSON, CAMPBELL, BULLOCK, WALLACE.

**THOSE ABSTAINING:** TRUSTEE DINNEY.

**CARRIED, 11 IN FAVOUR, 1 ABSTENTION.**

As indicated in the resolution, I have been instructed to notify you forthwith of the Board's position

Yours very truly,

Allan A. Greenleaf  
Director of Education  
and Secretary

/mlr

c.c. - All School Boards





#16

January 9, 1998

Mr. Allen Greenleaf  
Director and Secretary of Education  
The Hamilton-Wentworth District School Board  
100 Main Street West  
Hamilton, Ontario

Dear Mr. Greenleaf:

On behalf of the parents of Guy B. Brown Public School in Waterdown, we are writing this letter as a request for an assessment of our parking/driveway situation at our school.

The over crowded conditions at our school (454 students) have caused an extreme traffic problem at drop off and pick up times for our parents. Even though our parking was increased at the time our port-a-pac was installed, it is now grossly inefficient.

A temporary solution has been to post no parking signs on the grass perimeter of the driveway. Many parents have come forward with suggestions to improve the flow of traffic at the crucial times, but we as concerned parents would like the Board of Education, as a professional body, to assess and propose a positive and effective solution. As parents, we feel that the safety of our children in and around the school is imperative.

We now have only one bus arriving and leaving the school each day with 55 students. The remaining 399 students are walking or are being driven to and from school. With bussing cutbacks, more parents are driving their children to school to ensure their safety. During inclement weather, the drop off and pick up traffic has overflowed to two streets east and west of the school (Brian Blvd. and Royaledge Way) as well as the full length of Braeheld Avenue which is a very narrow street allowing parking on alternate sides of the street depending on the day of the month.

We would ask that this letter be put on the agenda for your Board Meeting on January 15, 1998 to make everyone aware of our concern and request.

We look forward to your response to our request.

Thank you.

Yours sincerely,



Linda Owens  
President  
Guy B. Brown  
Home and School Association  
55 Braeheid Avenue  
Waterdown, Ontario  
LOR 2H5



Flora Dykeman  
Treasurer  
Guy B. Brown  
Home and School Association  
55 Braeheid Avenue  
Waterdown, Ontario  
LOR 2H5

cc: Mr. Reg Woodworth  
Flamborough Trustee  
Judy Kleven  
Wayne Joudrie

**FAX:905-648-7075***7 pages**Jan 10/98/12*

ATTENTION: Mary Lou Robillard, please deliver to Allan Greenleaf and Reg Woodworth  
Your prompt attention in this regard is appreciated, thank-you.

Mr Greenleaf and Reg Woodworth,

Since receiving the December 9th minutes, on January 8th, and my letter was drafted, I have received yet another update via the school newsletter dated January 9th(excerpt also attached) This newsletter has indicated a solution has been decided upon. I consider the solution reactive rather than pro-active, as it does not resolve the issue, rather just aggravates it, and perhaps adds a "cash cow" for the town through ticketing, add a little inclement weather and we have the perfect chaos! This action does seems rather pre-mature, since the invitation for suggestions or resolutions only went out with the Dec 9th minutes. Perhaps this is only a "temporary" measure, but it is not presented as temporary in the newsletter

I trust you will be able to look into this item in the very near future and perhaps consider it an agenda item for your meeting on January 15th. I look forward to hearing from you soon

Sincerely,



Cassandra Anderson

ph 690-0080 home  
570-8069 work





C Anderson  
144 Chudleigh Street  
Waterdown, Ontario  
L0R 2H6

Telephone (905) 690-0080

January 11, 1998

Mr Allan Greenleaf  
Director of Education and Secretary  
100 Main Street, West  
Hamilton, Ontario

Dear Sir,

I am in receipt of the minutes of the Guy Brown Home and School from December 9th, 1997. The principals report indicated that a permanent pathway was approved by the board and as I understand now, has been completed. The lower parking lot was noted as new business. It struck me as odd that a major safety issue like this would need be identified in this forum, especially as new business. This safety issue has been ongoing at least as long as my daughter has been attending (3rd year). I can't imagine why the board itself has not made this issue their own. Since the very safety and liability of our children while on the school grounds is in the boards hands.

Not to get to far ahead I don't agree with any fence being installed as proposed. I feel the fence would lend itself to new problems. I can't understand why 397 students that walk or otherwise commute (not bus) should be so poorly planned for, in the day to day activity of the school, albeit at the mercy of 55 bus students. What once was a organized driveway with an fluid like flow of traffic has not been re-structured to accomodate the influx of student population, rather what worked before has just been left to its own resolve.

Now I wonder if the board has even been made aware of the problem? Sometimes we assume to much and this may be the case, as I have assumed that the Principal, Mrs Kleven would have raised this issue with the trustees and or the board itself for resolution. Is this the case or has the board of education relinquished yet another issue to be handled solely by parental bodies? I am uncertain as to whether or not Reg Woodworth or your self have ever witnessed the utter chaos that occurs at every morning arrival and at every afternoon departure at Guy Brown. If not, by all means, I invite you to have a looksee for yourself. I don't think resolution will be that difficult to achieve after you have reviewed the issue.

I have two suggestions, the first is this. Move the crosswalk more northward to allow the driveway to be properly used for a circular free flowing "kiss and ride" system. The bus could still park as per usual, but cars could enter freely, at the north-end of drive and park if need be,

and exit southbound. My second suggestion is to have the bus use the upper drive to back into for student pick-up, and move the crosswalk more northward to allow the driveway to be properly used for a circular free flowing "kiss and ride" system. Both ideas would still allow for parking in the lower parking lot, but the controlled directional flow would be much more accommodating. With these minor and cost effective changes, I believe the parking issue would resolve itself, as parents or guardians would quickly and effectively pick-up the children and get out of the parking lot, without being trapped by oncoming traffic as it is now. Should you have any questions, please call.

Sincerely,



C. Anderson

attachment, Dec 9th Minutes

cc Reg Woodworth, Flamborough Trustee

Judy Kleven, Principal, Guy B Brown

Linda Owens, President, Home & School

file copy

Pg 2

**TREASURER'S REPORT - Flora Dykeman**

The following events have been paid for by the Home and School The Cultural Events, the CHML Tree of Hope, the Classroom Fund and Raincoats for the Safety Patrollers.

A motion was made by Diane Wood that each staff member, upon their retirement, shall receive a gift valued up to \$50.00 (fifty) on behalf of the Home & School. Seconded by Susan L'Ortye Motion carried

**FUND RAISING - Teri Linke**

The final amount raised will be given at the January Meeting. Teri and Joy wish to thank the following

- All who participated either by purchasing or sending donations. Receipts for donations will be issued early in January.
- All the volunteers who organized the orders and assisted with pick-up - it could not have taken place without your assistance
- The parents who picked up their packages promptly or who made alternate arrangements.
- Karen Beare and Mrs. Greer for donating items to be given to the children.
- Mrs. Mifsud for the use of the gym.
- Mrs. Lalonde and Mrs. Truman for fielding questions and making sure orders and cheques were received by the committee.

**NEW BUSINESS**

1. **Lower Parking Lot Dilemma** To clear up the latest newsletter that went out, there will be no more rolling in and then reversing out at drop off and dismissal time. If you have work in the school stay and park. If the lower parking lot (the gravel area against the fence) is full **don't come in** **There will be no more parking on the curve side of the parking lot in front of the school bus at any time.**

- 1 A letter was read from Mr. and Mrs. Barnhart. They made two suggestions

- a Post No Stopping signs along the grass side of the curve.
- b Place a chain linked fence as a physical barrier between the field and the parking lot. A five foot fence is estimated at \$1680.00 for a 'do it yourself installation' or \$2400.00 installed

The following other options were discussed in the course of the meeting:

- If a fence and No Parking signs are put up, then permission can be given to the Town to ticket the cars illegally parked
- Change the street parking to the school side always to allow more cars to park on the street
- Make a walkway along the proposed fence so that children can safely cross to the parked cars instead of walking between cars
- No more cars reversing out of the parking lot
- Place markings on the fence or gravel to ensure that the maximum number of cars possible can park.
- All cars should reverse into the lower parking spots (against the current fence) to increase visibility
- The proposed new fence need not be five foot, it could be a four foot fence.
- Extend the parking lot towards the crossing guard to get more cars in.
- Have parents make other pick-up and drop off arrangement using the walkways.

**All parents are asked for feedback. Please use the Question, Queries and Concerns form attached to the Home and School Meeting Minutes.**

- 2 More supervision needed for the back playground especially with the building of the path. Mrs. Kleven will look into it.

**STAFF APPRECIATION - Susan L'Ortye**

Christmas Baskets will be going out to staff. The next two events will be in February and April. Parents will be sent notices

**Next Meeting Wednesday, January 28<sup>th</sup> 1998 at 7:30 p.m.**

**Lug a Mug and Bring a Friend or Two!!!**

## Page 2

Even though the school has an emergency plan in place and are taking numerous precautions, with the movement of students throughout the school, on the playground and the buses, we feel that every parents should be aware of our situation.

You may wish to contact Dianne Lau, our Public Health Nurse, to answer any questions that you might have regarding severe allergies in a school setting. Please feel free to visit her and ask questions. If you are unable to, there is also information available through the **Healthy Kids Line** at the Public Health Department (905) 546-3596.

Naturally, the ultimate responsibility for keeping these allergic students safe lies with the students themselves and their families. However, by having the school community band together around this issue, we can feel more confident about ensuring the safety of all of our children.

## **COMPUTER LAB**

PLEASE, PLEASE, PLEASE !!!!! We are still in need of volunteers to help with the computer lab. Hopefully your lives have returned to a less hectic state and you will find some time to help out - no experience necessary. Please call the school and leave your name and number.

## **CODE OF CONDUCT**

As part of our school's Strategic Plan a committee of staff have developed the attached Code of Conduct. Input was obtained from parents through the Home and School and the entire teaching staff was consulted. Please return the tear-off section as soon as possible. Thank you.

## **SKATING**

Due to changes with the former joint agreement between the Board of Education and the Town of Flamborough we have had to cut back on the number of skating sessions. We ask for your co-operation in contributing \$1.00 per student per skating session and to submit this money as soon as possible to your child's teacher. Please find attached the skating schedule for this term.

## **LOWER PARKING LOT**

Soon "NO PARKING" signs will be placed on the grass side of the lower parking lot. Town of Flamborough by-law enforcement officers will issue tickets to offenders. This is necessary because of the very dangerous situation of students, cars and



## Page 3

buses. Thank you to the many people who noted the problem and have made alternative arrangements re: drop-off and pick-up.

## BACK PATH

The back path has been completed! It provides a direct walkway from Brian Blvd. to the playground. It will be paved later in the year. Please be aware that in the event of a significant amount of snow it will not be cleared. Once the paving has been done we will evaluate the possibility.

## CULTURAL EVENTS

Guy Brown had its first Cultural Event on Tuesday, December 9 with our play The Wind and the Willows. The play was a big success and enjoyed by all.

A big thank you to Home and School for their support. Also thank you to those children who helped carry in equipment or were part of the play.

Our next Primary Play is Wednesday, February 4 at 1:00 p.m., and our next Junior Play Tuesday, February 24 at 9:30 a.m. The cost to the children is \$1.00.

Cultural Event Co-ordinator,  
Anita Canning.

## CODE OF CONDUCT

As part of our school's Strategic Plan a committee of staff have developed the attached Code of Conduct. Input was obtained from parents through the Home and School and the entire teaching staff was consulted. Please return the tear-off section as soon as possible. Thank you.

## FOR RENT

Guy B. Brown Gym is available 8:00 to 10:00 p.m. Monday, Tuesday, Wednesday and Friday for \$16.00 per hour.  
Groups wishing to rent space please contact Judy Watson - 905-679-4262.

HOW ABOUT: Line Dancing? Keep Fit? Ballroom Dancing?

p91

## GUY B. BROWN HOME AND SCHOOL MINUTES FOR DECEMBER 9<sup>TH</sup>, 1997

In Attendance: Linda Owens, Flora Dykeman, Sally Soleas, Pamela Oak, Wendy Barnhart, Tamara Turner, Diane Wood, Karen Bertie, Susan L'Ortye, Judy Kleven, Teri Linke, Linda Gandy, Betty Thompson, Donna Cooke

Meeting called to order at 7:30 p.m. **Motion to approve the October minutes made by Pamela Oak and seconded by Flora Dykeman.**

### **PRESIDENT'S REPORT** - Linda Owens

- 1 Committee Protocols - are being compiled and will be in the various committee files soon
- 2 Raincoats for Safety Patrollers - Two raincoats have been purchased and will be presented to the patrollers.
- 3 Treat Day Co-Ordinator - No one has come forward so there will be no Treat Days. If someone does come forward we can do it in the new year
- 4 Back Pathway update - Responses received from the Wentworth County Board of Education (see Principal's Report) and from the Town of Flamborough. The Town says this is a Board problem
- 5 Get Well card was sent to Mrs. Hamilton and she wrote back thanking all for their thoughtfulness. Her note will be posted outside the office.
- 6 Questions, Queries and Concern forms were read at the meeting and discussed.
  - a) Re: Back walkway - needs to be permanent and smoother.
  - b) Too many cars in the parking lot! Could the parking lot be extended?
  - c) Re: Fund raising allocations for playground equipment.
  - d) Home and School is doing a good job
  - e) The Financial reports could be tidier...possibly using a spreadsheet

### **PRINCIPAL'S REPORT** - Judy Kleven

- 1 Back Path - The letters have paid off, the Board of Education has given approval for a permanent pathway to be constructed. It will be finished before year end
- 2 New Reports - The staff has been working very hard to complete the new reports. Feedback is requested and appreciated by the staff. Mrs. Kleven especially likes the Parent Response page
- 3 Accommodation Notice - We should be getting another NEEDS committee together. Our school is full with a population of 452. We will need another Grade 1 and another Junior Division classroom. We will lose the French room so Ms. Kirkpatrick will have to go from class to class again. However we will still be short one classroom. At present, the Library, Gym and Computer lab slots are full. How will we accommodate the two new classes??? In January we need to get the message out that the situation is getting urgent again. **A meeting in January with Margaret McCarthy is being arranged; keep an eye out for notices.**
- 4 A new Code of Conduct has been approved and passed. It will be distributed, in January, to all students. There will also be a form discussing Incident Reports. Please make sure these forms are read and signed
- 5 Mrs. Kleven stressed that parents should feel free to contact her or their child's teacher to discuss any and all concerns
- 6 The Strategic Action Plan is available for all to see.
  - Social Skills - almost all of the staff are trained in the Lions Quest Program which is designed to help students deal positively and effectively in social situations
  - Technology and Computers - the teachers are waiting for provincial guidelines for computer use
  - Language Arts - all students in grades 4,5 and 6 will be tested for reading and comprehension and then re-tested at the end of the year. The grade 3's will do the province wide tests again this year
- 7 February 27<sup>th</sup>, 1998 and May 1<sup>st</sup>, 1998 will not be P. A. Days. June 5<sup>th</sup>, 1998 and June 25 and 26<sup>th</sup>, 1998 will be P. A. Days. Also the March Break remains unchanged



#17

CORPORATION OF THE TOWN OF DUNDAS

OFFICE OF THE  
TOWN CLERK

TOWN HALL, 60 MAIN STREET, P.O. BOX 8584, DUNDAS, ONTARIO L9H 5E7  
TELEPHONE: (905) 628-6327 FAX: (905) 628-5077

January 9, 1998.

The Hamilton-Wentworth District School Board,  
357 Wilson Street East,  
Ancaster, Ontario L9G 4B7

Attention: Mr. Allan A. Greenleaf

Re: Appointments to Dundas Public Library Board  
Our File C12



Dear Mr. Greenleaf:

I am writing in connection with the appointment of citizens to the Dundas Public Library Board.

As you are aware, the Wentworth County Board of Education made recommendations to the Town for two citizen appointments to the Dundas Public Library Board. The Province had presented legislation to change the Public Libraries Act including the composition of the Board. However, since the Province has decided not to proceed with this legislation, it is still necessary for the School Board to make recommendations to Town Council for two citizen appointments. The current School Board appointments will hold office until their successors are appointed.

The Public Libraries Act requires that the persons recommended by the School Board be residents of Dundas as well as being at least eighteen years of age, a Canadian citizen and not employed by the Library Board or the Town of Dundas.

Page 2

Mr. A. A. Greenleaf

January 9, 1998.

I look forward to receiving the recommendations of the School Board for two citizens to sit on the Dundas Public Library Board.

If you have any questions, please do not hesitate to give me a call.

Yours very truly,

A handwritten signature in cursive script, appearing to read "S. L. Steele".

Ms. Susan L. Steele, A.M.C.T.  
Town Clerk.



ROBERT M. MORROW  
MAYOR



Hamilton

c. To all Trustees -- for your information.

1997 10 16

1997 October 1

Mr. Ken Roberts  
Chief Executive Officer  
Hamilton Public Library  
55 York Boulevard  
Hamilton, ON L8R 3K1

Dear Mr. Roberts:

I am pleased to advise you that City Council its meeting held 1997 September 30 adopted Section 30 of the TWENTIETH Report of the Finance and Administration Committee for 1997 as follows:

30. That Mark S. Davies be appointed as the Hamilton Board of Education representative on the Hamilton Public Library Board.

Mr. Davies has been appointed to fill the vacancy created by the resignation of Mr. Kamath for the remainder of his unexpired term. While this term was originally set to expire 1997 November 30, City Council at its meeting held 1997 September 30 approved that the Terms of Office for all existing citizen members of the various City Committees, Local Boards and Commissions expiring at the end of 1997, be extended until 1998 February 10, or until their successors are appointed, to allow the Committees, Local Boards and Commissions to function until such time as the newly elected Council has had an opportunity to undertake the necessary actions to fill these vacancies.

I trust this appointment meets with your approval.

Yours truly,

Robert M. Morrow  
Mayor  
City of Hamilton

cc Mrs. Margaret Cunningham, Chairman, The Board of Education for the City of Hamilton, P. O. Box 2558, Hamilton, ON L8N 3L1



City Hall  
71 Main Street West, Hamilton, Ontario Canada L8N 3T4  
Telephone: (905) 546-2790  
Fax: (905) 546-3915 546-2448 (TDD Only)



# HILLCREST MIDDLE SCHOOL

460 Melvin Avenue, Hamilton, Ontario L8H 2L7

Telephone: (905) 549-3076

#19

1998 01 07

OFFICE OF THE

JAN 1998

DIRECTOR OF EDUCATION

Mr. Al Greenleaf  
Director and Secretary-Treasurer  
Hamilton Wentworth District School Board  
100 Main St. W.  
Hamilton, Ontario  
L8P 1H6

Dear Mr. Greenleaf,

A ceremony celebrating February "Black History Month" will be held at City Hall in the Council Chambers on Friday, January 30 at 10:00 a.m.

The Black History Committee is inviting you to be a part of this celebration.

Please let me know at your earliest convenience if you are able to attend. I can be reached at Hillcrest Middle School 549-3076 or by prof "hillcrest".

Yours truly,

Norma Rookwood  
Chairperson

"Contacted with regrets due to Executive Council Mtg. Kathie Hibbins attending on my behalf."



#20

THE ONTARIO LEGAL AID PLAN  
REGIME D'AIDE JURIDIQUE DE L'ONTARIO

TELEPHONE: (905) 528-0134  
FAX: (905) 528-1857

119 MAIN STREET EAST  
HAMILTON, ONTARIO  
L8N 3Z3

January 7, 1998

Mr. Allen Greenleaf  
194 Wilson Street East  
Ancaster ON L9G 2B7

Congratulations on your new and well deserved appointment. As you are aware, the Area Committee did not accept your resignation when submitted because they felt that it may be possible to have you return when some of the pressures were off.

Upon reviewing our Area Committee list this year, the committee requested I send you a letter to see if there would be a possibility of you being able to attend some meetings in 1998. Would you kindly advise me if this would be possible in the upcoming year.

Yours very truly

  
N.B. Lowe  
Deputy Area Director

NBL/ccp

Note to Trustees: Is it the Board's wish for me to resume my involvement with the Legal Aid Committee for Hamilton - Wentworth?

JHE





#21

**Ministry of Education  
and Training**

Kitchener-Waterloo District Office  
Corporation Square

30 Duke Street West Suite 903  
Kitchener ON N2H 3W5  
Telephone: (519) 571-6133  
FAX: (519) 571-6148

**Ministère de l'Éducation  
et de la Formation**

Bureau du district de Kitchener-Waterloo  
Corporation Square

30, rue Duke Ouest bureau 903  
Kitchener ON N2H 3W5  
Téléphone : (519) 571-6133  
TÉLÉCOPIEUR: (519) 571-6148



22 December, 1997

Merv Matier  
Hamilton Board of Education  
100 Main Street West  
Hamilton, Ontario L8N 3L1

OFFICE OF THE

DEC 31 1997

MINISTER OF EDUCATION

Dear Merv Matier:

This will acknowledge receipt of your May 1977 letter and the attached report to the Minister of Education on the Annual Review of Special Education Programs and Services.

The report has been reviewed and your board's submission concurs with the requirements of Regulation 306. It provides:

- the Special Education Advisory Committee recommendations to the school board;
- the board resolution with the dates of the resolution of approval of the amendments to the Board Plan;
- completed data forms with statistical information on professional and paraprofessional staff;
- a copy of the Parent Guide to Special Education Programs and Services.

I wish to thank the Board members, the members of the Special Education Advisory Committee, and you and your staff for your continuing efforts in the monitoring and modifying of a delivery system designed to meet the identified needs of exceptional pupils within your jurisdiction.

Should you require further information or clarification, please feel free to contact Pauline McCabe at 1-800-909-6882.

Yours sincerely,

Norah Franklin  
District Manager

cc: Rosaire Lavoie



Room 325  
Legislative Building  
Queen's Park  
Toronto, Ontario  
M7A 1A4  
(416) 325-7155  
(416) 325-9895 fax  
www.interlog.com/~liberal



**Dalton J.P. McGuinty, M.P.P. / député**  
*Leader of the Official Opposition*  
*Chef de l'opposition officielle*

#22  
Bureau 325  
Assemblée Législative  
Queen's Park  
Toronto (Ontario)  
M7A 1A4  
(416) 325-7155  
(416) 325-9895 téléc.  
www.interlog.com/~liberal

December 15, 1997

Mr. Merv Matier  
P. O. Box 2558  
Hamilton, Ontario  
L8N 3L1

OFFICE OF THE

DEC 16 1997

DIRECTOR OF EDUCATION

Dear Mr. Matier:

Thank you for the letter outlining the Hamilton Board's concerns with Bill 160.

The Ontario Liberal Caucus opposed the passage of Bill 160 because we believe it is nothing more than a power grab designed so that Mike Harris can cut another billion dollars from our schools. I do not believe that cutting funding and cutting teachers from our schools can improve the quality of education for our students. Maintaining the quality of education for our children, not cutting budgets, should be the government's top priority.

Ontario students deserve nothing less than the best but to date, Mike Harris' cuts have taken more than a half a billion dollars from our schools, forcing school boards to cancel junior kindergarten, special education and adult education programs while increasing class sizes. The government's confrontational attitude forced teachers out of their classrooms in protest.

I believe that teachers, parents, trustees and students should be congratulated for standing up for quality education. Members of the Liberal Party look forward to working with them to restore a partnership in the process of reforming our education system. Our vision is fundamentally different than that of Mike Harris. The Conservatives want to run the education system from Queen's Park, while we believe educating our children is best done through a partnership between all levels and groups. To that end I will soon create a task force which will travel across the province to discuss the future of education in Ontario.

I appreciate you taking the time to share your concerns with me.

Yours sincerely,

  
Dalton McGuinty, M.P.P.  
Leader of the Official Opposition  
Leader of the Ontario Liberal Party





D I S T R I B U T I O N



# News Release Communiqué



#23

Ministry of Education  
and Training

Ministère de l'Éducation  
et de la Formation

## High school reform increases emphasis on math, language and science; promotes responsible citizenship

**TORONTO** – (January 9, 1998) Education and Training Minister David Johnson today announced that Ontario's new four-year high school program will place greater emphasis on student skills in math, language, and science and will promote responsible citizenship.

"Our government is committed to a quality high school program that will improve student achievement and prepare students for success in a highly competitive global economy," said Johnson. "These reforms will build on the new elementary school curriculum to ensure rigour throughout Ontario's education system."

The minister noted that the government has consulted broadly on the new high school program, which will start in September 1999. Two million copies of the booklet, *Excellence in Education*, were distributed in the fall of 1996, and more than 20,000 responses were received. The government is implementing the reform in a careful and measured manner to ensure that students are prepared for each step.

"We are pleased to see that many of the recommendations that the Ontario Parent Council made in response to the consultation on secondary school reform have been incorporated in the final document," said Mary Margaret Laing, Chair of the Council. "In particular, we are pleased about the introduction of a graduated and flexible type of streaming starting in Grade 9, the structure and increase in compulsory credits and the introduction of a high school literacy test in Grade 10. We look forward to having continued input into the development of the new and more rigorous secondary school curriculum."

To graduate, all students will be required to complete 30 credits. Of these, 18 credits will be compulsory. That's two more compulsory credits than at present. The remaining 12 credits will be optional and will enable students to pursue individual interests and meet university, college or work requirements. Across the entire secondary program, curriculum will reflect public desire for an increased emphasis on math, language and science, and preparation for responsible citizenship.

-2-

In response to concerns that the old streaming system was too restrictive, Ontario will introduce a graduated type of streaming that will keep as many options as possible open for students in the earlier grades and will prepare students in the senior grades for their future destinations in postsecondary institutions, apprenticeship programs and the workforce.

In Grades 9 and 10, core courses will be streamed as academic with a focus on theory or applied with an emphasis on applications. Students in Grade 9 will not be locked into a stream. They will be able to switch to the other stream in Grade 10 if they choose.

In Grades 11 and 12, courses will be streamed according to the student's chosen destination, whether university, college, or apprenticeship and work. Joint courses may also be offered.

Other directions for the new high school program which will be based on high standards and accountability include:

- a requirement for students to complete 40 hours of community involvement prior to graduation;
- introduction of a high school literacy test prior to the end of Grade 10 -- this provides time for remediation and further testing for students who do not meet the required standard;
- the establishment of a provincial partnership council to help expand co-operative education, work experience, school-to-work and community involvement programs and increase private sector participation in them;
- a teacher-advisor system for students in Grades 7 to 11 -- the advisor will monitor a student's academic progress and be a key school contact for parents; and
- a prior learning assessment process that will allow students to receive a credit without taking a course if they can demonstrate through testing that they can meet high provincial standards -- a maximum of four PLA credits will be allowed for each high school student.

"These new directions will ensure a high school program that prepares students for the realities of our changing world," said Johnson. "Most important, they provide opportunities for every student to succeed - in the classroom and in the future."

- 30 -

For more information:

Karin Dillabough

Communications Branch (416) 327-7524

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Visit the Ministry of Education and Training's World Wide Web site at <http://www.edu.gov.on.ca>.



# Backgrounder Renseignements



Ministry of Education  
and Training

Ministère de l'Éducation  
et de la Formation

## Highlights of the New High School Program

### 1. Streaming

Ontario will introduce a graduated type of streaming that will keep as many options as possible open for students in the earlier grades and will prepare students in the senior grades for their future destinations. Students will begin to explore future goals and course choices through the development of an annual education plan which will start in grade 7. Teachers and parents will help them as they make these choices.

The old streaming was too restrictive. Many students made early choices that limited future options. It led to high dropout rates in basic and general level courses, and the 50 per cent of students who entered the workplace directly from high school did not always have the preparation required for success.

The new streaming keeps options open for students. It is also flexible. Students in Grade 9 will not be locked into a stream. They will have the prerequisites to switch to the other stream, if they choose, in Grade 10. In Grades 10, 11 and 12 there will be transfer courses that will allow students to move between streams if they choose. In the senior grades, courses will be streamed according to a student's chosen destination. Colleges, universities and business will participate in curriculum development so that both parents and students can be assured that courses are relevant and will prepare students for the destination that they have selected.

### Grade 9 and 10 Courses

- Courses will be streamed as either academic or applied.
- Both academic and applied courses will cover similar core content. Applied courses will cover core content with a focus on practical applications. Academic courses will cover core content with a focus on theory plus enrichment activities.
- Some courses (e.g. physical and health education) will be open, and single-streamed.
- Streaming in Grade 9 has been designed so that the courses students take will prepare them for either Grade 10 stream. Grade 9 students will be able to move to the other stream in Grade 10 if they choose.
- Some Grade 10 courses will be prerequisites for specific Grade 11 courses. Students will have to consider future goals when they make choices for Grade 10.
- Transfer courses will be available for students in Grades 10, 11 and 12 who want to move to another stream, or change their mind about future goals.

## Grade 11 and 12 Courses

- Courses in Grades 11 and 12 will be streamed according to the students' chosen destination, whether university, college, or work.
- Not every subject will require four streams. For example, if the requirements for university and college are the same for a specific subject, then a joint college/university course will be offered. Some courses will be equally valuable to both university- and college-bound students. There will be no need to duplicate courses in these situations.
- Students may select courses from different streams according to their goals and interests.
- As in Grades 9 and 10, some courses will be open and single-streamed.
- Courses will be developed with input from colleges, universities, and the private sector so that students and their parents can be assured that their high school courses will prepare them for their chosen destinations. University stream courses will be designed with input from universities, thus will meet their requirements. The new stream of work courses will be developed with input from business so that students can be assured that they will acquire the skills and knowledge that will prepare them for success at work.
- Students who change their minds about future goals may take a transfer course to allow them to move between streams.

While there is flexibility for students to change their minds, new supports will help them make more informed decisions in the first place. Students will have the support of a teacher-advisor and will prepare an annual education plan starting in Grade 7 to help them make decisions about courses that will work best for them and their future goals. Thus when they move on to high school they will have some basis for course selection. Students and parents will need to consider all options when they make course selection.

The new system will help the students who move directly from high school to the work place, which is the case for almost 50% of all students who enter Grade 9. Cooperative education and school-to-work programs will be expanded in cooperation with business, educators and the voluntary sector. These programs will provide valuable learning opportunities and help students make choices about future goals. In addition, special courses will be designed with input from business that will prepare students who choose to move directly to the workplace.

## 2. Compulsory Credits

Students will be required to complete 30 credits of 110 hours each to obtain a high school diploma. Eighteen of these credits will be compulsory, two more than is presently the case. They reflect public desire for an increased emphasis on math, language and science, and preparation for responsible citizenship. The remaining 12 credits will be optional, allowing students to pursue individual interests and meet university, college or work requirements. Compulsory credits include:

- 4 English/français - one credit per grade
- 1 French as a Second Language/English/anglais
- 3 Mathematics - at least one in Grade 11 or 12
- 2 Science
- 1 of Grade 11 or 12 Science or Grade 9-12 Technology
- 1 Canadian History
- 1 Canadian Geography
- 1 Arts
- 1 Physical Education and Health
- 1 of English/français, a third language, Social Science, Canadian and World Studies, or anglais,
- 1 Civics and Career Studies
- 1 of Physical Education, Music, Art, Drama, Dance or Business/ Entrepreneurial Studies.

The compulsory courses selected reflect discussions held with representatives of parents, teachers, students and business. They will ensure that students have a solid grounding in core subjects such as Language, Mathematics and Science, as well as knowledge in other subject areas that would provide them with a well rounded high school education.

The extra requirements of Catholic and French language schools were taken into consideration when the number of compulsory credits was established. Students in these schools will be able to complete curriculum requirements along with the special religious and language credits required by Catholic and French language schools.



### 3. Community Involvement

To encourage civic responsibility and promote community values, all students will be required to complete a minimum of 40 hours of community involvement prior to high school graduation. This activity will be in addition to the 30 credits required for a high school diploma.

Through community involvement, students can experience first hand how everyone can make a contribution to their community. Voluntary organizations are one of the many sources of placements for community involvement. Many informal opportunities within a neighbourhood also exist. For example, a student could help a nearby senior citizen or tutor younger students in a school homework program.

The program will be flexible so that all students will be able to find ways to participate. The Ministry will work with school boards and other groups to suggest ways to provide students in remote and rural communities with enough opportunities to participate, and to identify appropriate opportunities for students with special needs.

Teachers will not have to supervise these placements. Students will be responsible for fulfilling their community involvement requirement on their own – just as the thousands of young people in Ontario who are involved in volunteer work do now. There will be a clear process and clear expectations for how students will report on their activities.

### 4. Provincial Partnership Council

Co-operative education, work experience, and school-to-work programs help students make decisions about future goals based on real-life experience. A provincial partnership council will be established to help expand these and community involvement programs, and increase private sector participation in them. The council will include representatives from government, education, business and the voluntary sector.

These representatives will be appointed by the Minister of Education and Training.

The strategy to expand these programs will include activities at a provincial and local level. School boards will have to develop and offer their programs based on provincial guidelines.



## 5. Teacher-advisors

To help students as they move from elementary school to high school and make decisions about high school courses related to future goals, schools will establish teacher-advisor systems for students in Grade 7 to 11. The teacher-advisor will monitor a student's academic progress and will be a key school contact for parents.

Many schools already have successful teacher-advisor programs in place. Teacher-advisors complement the work of guidance counsellors and other teachers by keeping an eye on the progress of a small group of students. Both guidance teachers and teacher-advisors are part of the school's plan to ensure that students achieve their goals.

The teacher-advisor system ensures that all students have an adult who is monitoring them regularly. The teacher advisor will have regular contact with the student and will have an overview of the student's progress in all subject areas and other aspects of school life. Through this one contact, parents may obtain an overview of their child's progress at school. This will not prevent parents, however, from communicating with the other teachers.

There are many teacher-advisory models that can be used. Schools and school boards will have the flexibility to choose the one that best meets the needs of their students and school community, and reflects provincial policy.

The program will be phased in over three years and will focus on students in grades 7 to 11. The Ministry will assist schools and boards with training and resource materials for teacher-advisors as required.

## 6. High School Literacy Test

Literacy is a key skill that students require for future success. The high school literacy test will ensure that all Ontario students have the required literacy skills that will enable them to achieve success.

The high school literacy test will be conducted before the end of Grade 10, rather than in Grade 11 to provide time for remediation and further testing for students who do not meet the provincial standard. Students will be required to pass the literacy test to graduate and the test result will be recorded on the student transcript, as is the case with the students' achievement in other course work.

The literacy test will be based on the provincial language curriculum for Grade 9 English/français. Students taking ESL will only take the test when they have reached this level in their language studies. For student with special needs, there will be policies and guidelines for accommodation for the high school literacy test as there is for other provincial testing.

## 7. Prior Learning Assessment Process

Through a prior learning assessment (PLA) process, students who can demonstrate that they can pass a course will be able to receive a credit without taking the course. Several evaluation methods will be used to ensure that a PLA candidate has covered the relevant work. All PLA candidates will be required to pass a test based on Ontario's rigorous provincial course standards. This will form the major part of the evaluation. Other evaluation methods may include projects, portfolios and lab work.

High school students will be able to obtain a maximum of four PLA credits, two in any one subject.

Adults will also be able to obtain up to 16 Grade 9 and 10 credits for prior learning experience without having to take a PLA test. To be able to complete a high school diploma, adults will have to earn a minimum of four Grade 11 and 12 credits by attending class and, for the remaining 10 credits, they will have to:

- . present credentials to establish equivalency for a course;
- . complete successfully a PLA test for the course; or
- . complete the course in school or through correspondence.

## 8. New high school curriculum

A new, rigorous curriculum will be developed for the new high school program with input from universities, colleges and business to ensure course content has the appropriate rigour and relevance to prepare students for postsecondary education and work. The curriculum will emphasize math, language and science. All students will be required to take an extra math course and one extra science course or a technology course and complete a community involvement requirement.

While a curriculum will be developed for each stream, it will be less complicated than the current system. For example, there is one less stream in Grade 10. In Grades 11 and 12, not all courses will be offered in four streams. In fact, there will be fewer courses under the new curriculum than the old.

The new high-school curriculum will be written over the next eight months. The requests for proposals are being sent out immediately and will be posted on MERX, the electronic bidding system, on January 14, 1998. The new curriculum will be released next winter.

# Fact Sheet Renseignements



Ministry of Education  
and Training

Ministère de l'Éducation  
et de la Formation

## High School Reform

**Fall 1996** - Public consultation. Two million copies of the booklet *Excellence in Education* were distributed and more than 20,000 responses were received. Public meetings were held in eight Ontario locations and Ministry staff met with parent, teacher, student, school board, business, college, university and special education representatives. The valuable input from these consultations has been used to shape Ontario's high school reform.

**June 1997** - Announcement that new four-year high school program will start for students entering Grade 9 in 1999. Students in Grade 7 in 1997-98 will be prepared for the new high school program by the rigorous new elementary school curriculum.

Initial directions for the new high school program were also announced. These included:

- \* Streamed courses in Grade 9;
- \* A requirement for 30 credits of 110 hours each for a high school diploma;
- \* A rigorous new high school curriculum;
- \* More relevant guidance and career education programs;
- \* A new provincial high school literacy test, and
- \* Full disclosure on students transcripts of all Grade 11 and 12 results.

As well, the government said that it would reinvest some of the savings from the move to a four year program to ensure there is fair access to colleges and universities for the double graduating class in 2003 ( the last from Grade 13 and the first Grade 12 graduates under the new program).

**July-December 1997** - Meetings were held with representatives of 55 provincial organizations to discuss which courses should be compulsory; how to expand co-operative education and work experiences and increase private sector participation in them; the type streaming that would be best for students; how students can be linked to teacher-advisors; and other details of the announced directions for high school reform.



- Page 2 -

**January 1998** - Announcement of further directions for high school reform including:

- \* A new graduated type of streaming for Grades 9 to 12;
- \* Increased emphasis on math, language and science;
- \* Make-up of the 18 compulsory courses required for a high school diploma, up from 16;
- \* Establishment of a provincial partnership council, with representatives from the voluntary sector, business, education and government, to suggest ways to expand co-op education, work experience, school-to-work and community involvement programs, and increase private sector participation in them;
- \* A requirement for students to complete 40 hours of community involvement prior to graduation;
- \* A teacher-advisor system for students in Grades 7 to 11;
- \* Introduction of the high school literacy test prior to the end of Grade 10; and
- \* A prior learning assessment policy that will allow students to receive a credit without taking a course if they can demonstrate through testing that they can meet high provincial standards.



Please Deliver To: WENTWORTH COUNTY BOARD OF EDUCATION

#24



Ministry  
of Education  
and Training

Ministère  
de l'Éducation  
et de la Formation

Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2  
Telephone (416) 325-2600  
Facsimile (416) 325 2606

Edifice Mowat  
Queen's Park  
Toronto (Ontario)  
M7A 1L2  
Téléphone (416) 325-2600  
Télécopieur (416) 325-2606

Minister

Ministre

**Memorandum to:** Chairs of District School Boards

**From:** David J. Johnson  
Minister of Education and Training

**Date:** December 30, 1997

**Subject:** Short Year Funding

In his April 18, 1997 letter, my predecessor advised that stable funding would be provided to school boards for the short year period from January 1, 1998 to August 31, 1998. In consultation with sector representatives, it was determined that 62 per cent of 1997 levels constitutes stable funding.

The Ontario government is not only fulfilling but exceeding this commitment by providing approximately \$170 million in excess of the 62 per cent stable funding. In addition, boards will also receive the short year component of the two-year, \$650 million capital program announced earlier this year.

School boards will receive \$7.942 billion for the short year period. This amount is comprised of \$4.194 billion in provincial operating grants and \$3.748 billion in local property taxes. The global amount for your board as estimated by the Ministry will be provided early in January; final calculations will be available pending your board's completion and return of financial documents which the Ministry will forward to you in January.

Funding at the \$7.942 level recognizes enrolment growth as well as Junior Kindergarten programming for those boards which launched JK in 1997. Recognition is included for extraordinary tax writeoffs and net over levies.

I am pleased to be able to advise you that early in the new year, we will be making an announcement on transition funding. Amalgamating boards and the new French language boards are particularly concerned about interim assistance for the startup of their new organizations. I am expecting recommendations from the Education Improvement Commission on the issue of transition funding shortly.

Details of the transition funding application process will be available in the new year, and boards are encouraged to submit their applications as early as possible.

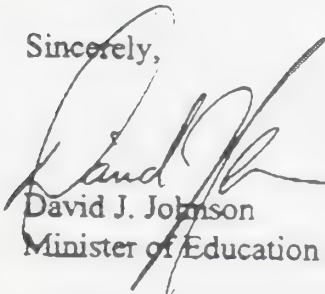
There will also be an announcement of the student-focused funding system early in the new year. This new, fair funding system will establish a base amount for educating each student (the foundation grant) which reflects fiscal responsibility and meets the needs of students. Additional special purpose grants will recognize differences in student and board needs.

For this short year period, the government will provide stable funding for the Toronto District Public School Board and the Ottawa-Carleton District Public School Board based upon their local tax revenues for 1997.

The Ontario government is committed to moving ahead with reform of the education system in order to achieve improved student performance through the rigorous new curriculum, greater accountability to parents and taxpayers through standardized testing and reporting, and a fair system of funding which focuses resources on teachers and students in the classroom.

I look forward to working with you in the coming months to ensure that reform of our education system is accomplished in the most effective manner possible to the benefit of Ontario's students.

Sincerely,



---

David J. Johnson  
Minister of Education and Training

## **Stable funding for Ontario schools in 1998 "short year"**

**TORONTO** — (December 30, 1997) The Ontario government has delivered on its promise of stable funding to the new district school boards for the January to August transition period, Education and Training Minister Dave Johnson announced today.

Ontario will provide a total of \$7.942 billion for the operation of the new district school boards. This is the amount needed to maintain programs and services from January 1, 1998, to August 31, 1998, when the new school year begins.

"We are meeting the commitment we made last April by providing secure and stable funding for schools through the 1997-98 school year," Johnson said. "Stable funding will enable the new district school boards to make a good start and focus on the important task of delivering quality education."

Details of the January 1 to August 31 funding will be sent to all boards early in January.

In addition, the government will be announcing transition funding for new district school boards. Boards will be encouraged to apply for the funding as soon as details become available early in the new year.

"This shows our commitment to the new district school boards," Johnson said. "Our goal is to build an education system with a greater focus on quality and achievement in the classroom. Stable funding for the new school boards will help us achieve that goal."

- 30 -

For further information:

Danièle Gauvin, Ministry of Education and Training, (416) 325-2630

DSB Old boards		New base	1997 Base	Residential Taxes	New Base for Old Board (1997 Grants Plus 50% Res. Taxes)			English			French			English	French	BD
21	HAMILTON B OF E	115,461,515	69,585,673	92,721,865	115,946,606	99.58%	0.42%	115,461,515	485,091	BD						
21	WENTWORTH CTY B OF E	60,007,683	34,052,068	52,007,292	60,055,714	99.92%	0.08%	60,007,683	48,031	CF						
	New DSB No. 21 Totals	175,469,197	103,637,741	144,729,157	176,002,320			175,469,197	533,122							

Data source :  
CF= 1997  
costing  
framework, BD=  
1997 exp. alloc.

al. The "holback" was received in Dec 97. This cheque represents the first payment for 1998.

July

L. Voerman /  
FINANCE.



PROVINCE OF ONTARIO  
PROVINCE DE L'ONTARIO



MINISTER OF FINANCE

21.05  
 Tony Salmons

**Canadian Imperial Bank of Commerce**  
Commerce Court  
Toronto, Ontario

English

175,469,197  
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115,461,515

French

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0.00%

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%85.66

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M I N U T E S





## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Open Session of the Inaugural Meeting of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 5, 1998.

Those present:

Ray Mulholland, Chair  
 Reg Woodworth, Vice-Chair  
 Judith Bishop  
 Heather Bullock  
 Janice Dewar  
 Wes Hicks  
 Eleanor Johnstone  
 Lillian Orban  
 Laura Peddle  
 Joe Rogers  
 Bruce Wallace

In attendance:

Allan A. Greenleaf, Director of Education and Secretary-Treasurer  
 Ken Bain, Interim Assistant Superintendent of Schools  
 Elizabeth Bond, Superintendent of Program  
 Krys Croxall, Superintendent of Schools  
 Pat Gillie, Superintendent - Administrative and Operational Services  
 Don Grant, Comptroller of Finance  
 Wayne Joudrie, Superintendent of Schools  
 Merv Matier, Superintendent of Transitional Services  
 Murray Quinn, Superintendent of Schools  
 Debbie Russon, Interim Superintendent of Human Resources  
 Stew Thompson, Assistant Superintendent of Schools  
 Janice Tomlinson, Interim Assistant Superintendent of Program  
 Lucy Veerman, Acting Senior Financial Officer  
 Ken Waters, Superintendent of Schools

The Chair called the meeting to order at 7:35 p.m.

### **OPENING READING/PRAYER**

R. Mulholland asked the members for their input regarding commencing Board meetings with prayer or the singing of O'Canada.

In response to a question, R. Mulholland indicated that, rather than sit where Chairs in the past have resided over meetings, it was his preference to sit at the Committee Table when Chairing the meetings of the Board

### **APPROVAL OF MINUTES - DECEMBER 17, 1997**

A. Greenleaf asked that the minutes reflect that W. Joudrie, Superintendent of Schools, was present at the meeting of December 17th.

**RESOLUTION #98-1:** IT WAS MOVED BY W. HICKS, SECONDED BY R. WOODWORTH THAT THE MINUTES OF DECEMBER 17, 1997 BE APPROVED AS AMENDED.

CARRIED.

**BUSINESS ARISING FROM THE MINUTES**

Nil.

**APPROVAL OF AGENDA**

B. Wallace requested that "Adopting of the Committee-of-the-Whole Report" be added as item 9.(a).

**RESOLUTION #98-2:** IT WAS MOVED BY R. WOODWORTH THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED.

**PROCESS RE DETERMINATION OF SPECIAL COMMITTEE REPRESENTATION**

R. Mulholland drew the members' attention to the Committees requiring trustee representation and indicated that membership will be determined on Thursday, January 8, 1998.

**OPSBA REPRESENTATION**

B. Wallace drew the members' attention to the material attached to the agendas and, while noting that there are structural changes to be effected within the organization, it is important that representation from this Board be established as soon as possible.

Following some discussion, the following appointments were adopted:

**RESOLUTION #98-3:** IT WAS MOVED BY L. ORBAN, SECONDED BY E. JOHNSTONE

(a) THAT J. BISHOP BE THE VOTING DELEGATE AND H. BULLOCK THE ALTERNATE DELEGATES, AND

(b) THAT R. MULHOLLAND AND B. WALLACE BE APPOINTED TO THE OPSBA BOARD OF DIRECTORS.

CARRIED.

**CHAIRING OF THE COMMITTEE OF THE WHOLE BOARD SESSIONS**

R. Mulholland stated that he would like the Vice-Chair of the Board to Chair the meetings of the Committee of the Whole. He added that should the Board remain meeting in a Committee of the Whole format for a period of time, he would ask that the members to Chair the meetings on a rotation basis.

**CHAIRMAN'S REPORT**

R. Mulholland extended an invitation for all to stay for the Inaugural of the Board immediately following this meeting.

**ADOPTION OF THE COMMITTEE OF THE WHOLE BOARD IN-CAMERA SESSION REPORT**

**RESOLUTION #98-4:** IT WAS MOVED BY R. WOODWORTH, SECONDED BY H. BULLOCK THAT THE COMMITTEE OF THE WHOLE BOARD IN-CAMERA SESSION REPORT BE ADOPTED AS FOLLOWS:

**JOB RE-EVALUATION**

IT WAS MOVED BY H. BULLOCK: THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE RE-CLASSIFICATION OF THE PERSONNEL ASSISTANT AS RECOMMENDED BY THE LOCAL EDUCATION IMPROVEMENT COMMISSION AND THAT IT BE RETROACTIVE TO SEPTEMBER 1, 1996.

To the report, CARRIED.

**OPSBA REPORT**

B. Wallace referenced the Report from the Education Improvement Commission in which one of the recommendations is that the district school boards join their provincial association and he pointed out the vital role OPSBA would play in providing ongoing training/support for trustees which is another component promoted by the EIC.

B. Wallace indicated that the Wentworth County Board of Education had agreed to pay its membership fees for the stub year and added that he will make a motion at the January 8, 1998 Committee of the Whole meeting that the fees for the Hamilton Board of Education portion (stub year) be paid. He noted that it is believed there will be a "sweater" of funding designated for professional organizations when the government releases its new funding structure.

B. Wallace responded to questions that Wentworth County's fee was \$26,000, including GST. While there was no information available at this meeting regarding the amount of Hamilton's stub year fee, it was estimated the annualized fee was \$70,000.

B. Wallace agreed to have information available on Thursday relative to the services OPSBA provides for member boards. B. Wallace also clarified that the Sudbury Board of Education has not opted out of membership from OPSBA; rather, it has stated its objection to the action OPSBA took in challenging the government's proposal on constitutional grounds.

**CORRESPONDENCE****SEVEC RE DISCONTINUATION OF PROGRAM**

**RESOLUTION #98-5:** MOVED BY R. WOODWORTH, SECONDED BY B. WALLACE THAT THE CORRESPONDENCE FROM THE SOCIETY FOR EDUCATIONAL VISITS AND EXCHANGES IN CANADA (SEVEC) PROGRAM BE RECEIVED AND THAT THE DIRECTOR OF EDUCATION AND SECRETARY-TREASURER WRITE THE MINISTER OF EDUCATION AND TRAINING EXPRESSING THIS BOARD'S DISAPPROVAL OF THE CANCELLATION OF THE SEVEC PROGRAM.



R. Woodworth clarified that the Wentworth County Board of Education used this program particularly for exchange visits with Quebec. He indicated that there was much positive and appreciative feedback received from students who participated and thus the reason for objecting to the programs withdrawal.

To the motion, **CARRIED.**

#### **OFSAA RE VALUE OF SCHOOL SPORTS**

**RESOLUTION #98-6: MOVED BY J. BISHOP, SECONDED BY H. BULLOCK THAT THE CORRESPONDENCE FROM THE OFSAA RE VALUE OF SCHOOL SPORTS BE REFERRED TO THE COMMITTEE OF THE WHOLE MEETING.**

It was suggested that consideration be given to striking an ad hoc committee with representation from the President of the Student Advisory Committee. This is a serious issue that needs to be addressed and a united position taken regarding the tradition of athletics in our schools. If a committee is struck, the work of the Education Sub-Committee of the Local Education Improvement Committee which reviewed potential issues and developed some recommendations in this area should be referenced.

When a member spoke to remembering to focus on the total child and the importance of the Board looking at other cultural aspects that impact on all co-curricular activities, R. Mulholland suggested these issues can be raised as future agenda items if trustees so wish.

To the motion, **CARRIED.**

#### **CITY OF HAMILTON RE LEVY PAYMENTS TO BOARDS OF EDUCATION**

**RESOLUTION #98-7: IT WAS MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT THE CORRESPONDENCE FROM THE CITY OF HAMILTON RE LEVY PAYMENTS TO BOARDS OF EDUCATION BE REFERRED TO THE COMMITTEE OF THE WHOLE.**

A verbal report from the Officials on the implications and impact on the Board's line of credit and investments was requested.

To the motion, **CARRIED.**

#### **EQAO RE APPRECIATION**

J. Bishop extended the Board's congratulations to Mary Lou Kestell on her involvement in and contributions to the development of the Grade 9 Provincial Mathematics Assessment materials.

#### **OTHER CORRESPONDENCE**

**RESOLUTION #98-8: IT WAS MOVED BY E. JOHNSTONE, SECONDED BY L. ORBAN THAT THE FOLLOWING CORRESPONDENCE WHICH REQUESTS TRUSTEE ATTENDANCE BE REFERRED TO THE COMMITTEE OF WHOLE MEETING ON JANUARY 8, 1998:**



- (a) DUNBAR ASSOCIATES RE CONFLICT OF INTEREST SEMINAR,  
(b) MINISTRY OF EDUCATION AND TRAINING RE BILL 160 INFORMATION SESSIONS AND  
(c) OPSTF PROVINCIAL RE FEDERATION DUES AND PROGRAMS.  
CARRIED.

It was clarified for the members that the issue of accommodation raised by the correspondence from the Flamborough School Councils will be considered when the Board deals with the recommendations of the LEIC.

#### PUBLIC QUESTIONS OF CLARIFICATION

When R. Mulholland asked if there were questions of clarification from the audience, Joyce Stirling noted that it was difficult to hear some of the trustees' comments during the discussions.

R. Mulholland announced that this meeting would now recess and reconvene in the Main Auditorium of the Education Centre.

The members joined the many guests, staff, family and friends in the auditorium for the second half of the proceedings.

The Director and Secretary-Treasurer of the Board introduced Ray Mulholland as Chairman of The Hamilton-Wentworth District School Board and Reg Woodworth as Vice-Chairman of the Board.

R. Mulholland then called on Dr. John Johnson to give the invocation. Regional Chairman Terry Cooke, Mayor Robert Wade, representing the Town of Ancaster and Regional Municipalities, Alderman Dave Wilson, representing the City of Hamilton, Pat Daly, Chairman-Elect, Hamilton-Wentworth Catholic District School Board each brought greetings to the new Board.

R. Mulholland then called on R. Woodworth, Vice-Chair, to make some introductory comments.

R. Mulholland then delivered his Inaugural Address (attached). At the conclusion, he extended an invitation to the members and guests to stay and partake of refreshments.

The meeting then adjourned.



Tonight is the beginning of the Hamilton-Wentworth District School Board. When the distinction to be the first Chair of the New Board was bestowed upon me, I was honoured, however I must admit my level of apprehension climbed dramatically. Further reflection eliminated my anxiety and replaced it with excitement. Why excitement? Because together we have the opportunity to create a new beginning. Oh, there will be problems. Some we may not be able to solve. We will have to learn to handle the problems we cannot solve. Dealing with problem solving, Will Rogers, noted playwright said, "Thank heaven for the person with a sense of humour, the person with the ability, not to laugh at someone else, but the sense of humour to laugh at themselves, this makes it easier to solve a problem." I think we can agree with Will Rogers on the importance of having a sense of humour, but I believe for all of us it is equally important to embrace author Tody Fields message, that if you can't solve a problem then learn how to handle it. Tody Fields had a problem she could not solve. She had diabetes which lowered her resistance to other diseases. During her life she had many operations. Just before she was going to lose a leg in one of the operations, she said "We have two legs and only one sense of humour, better to lose a leg". You see Tody Fields had a problem she could not solve, but she learned how to handle it. It is my hope that we deal with the problems we will face, by maintaining a sense of humour and we handle them by adapting a relationship that adopts the principles of mutual respect and consideration for one another. At this time I would invite you to enjoy a video presentation produced by Peter Piche.

### **OUR NEW IDENTITY**

Out of the dissolution of two remarkable educational institutions, there shall emerge an entity that will prepare the students of Hamilton Wentworth to meet the Challenges of the future.

### **THE HAMILTON WENTWORTH DISTRICT SCHOOL BOARD**

### **JOURNEY INTO THE FUTURE**

Tonight we embark upon a journey that will unite an area known as the region of Hamilton Wentworth. A region encompassing 1100 sq. kilometers, with a population in excess of 400 thousand. From the chimneys of industry to the fertile farmlands, this is a region of diversified cultures. However our responsibility is not in the stoking of the open hearth furnaces or the tilling of the land. Our responsibility will be to provide an unequalled public education experience for the children of this great region.

### **RETIRING TRUSTEES**

The architects of the developing board will need to build on the solid foundation that has been carefully, and at times with a burning passion, constructed, block on block, one brick at a time. At this time it is a pleasure for me, and I might add, with some sadness to present the political architects of the past:

Lyn Beaton, Sandy Campbell, Margaret Cunningham, John Davidson, Grant Darby, Jean Desmarais, Kathy Dinney, Brian Gage, Sandy Hill, Dr. John Johnston, Geoff Korz, Eileen Kowalyshyn, Marion Lowe, Joan MacDonald, Alaina Muhlstock, Hubert Paquin, Marie Patenaude, Kaye Patterson, Joyce Sterling, Robert Stewart and Janice Wall.

This group of Trustees have served their communities beyond the call of duty, with their only motive being to provide public education for our children.

As this group become unconnected, their loyalty to the children will be maintained by the following "Monitors of the Future".

### NEW TRUSTEES

Judith Bishop	Wards 1 & 2, Hamilton	Elected	1988
Heather Bullock	Dundas	Elected	1991
Janice Dewar	Stoney Creek	Elected	1997
Wesley Hicks	Ward 8, Hamilton	Elected	1982
Eleanor Johnstone	Ward 3, Hamilton	Elected	1982
Ray Mulholland	Ward 4, Hamilton	Elected	1972
Lillian Orban	Ward 7, Hamilton	Elected	1991
Laura Peddle	Ward 6, Hamilton	Elected	1997
Joseph Rogers	Ward 5, Hamilton	Elected	1968
Bruce Wallace	Ancaster & Glanbrook	Elected	1984
Reg Woodworth	Flamborough	Elected	1972

### PRESENT OFFICIAL'S TEAM

The architecture of the Hamilton Wentworth District School Board will be engineered by a team of builders that have a proven track record in assimilating educational data. This experience will be needed in order to achieve a successful transition of services and programs. Allow me to present the team, but first, some comments from Allan Greenleaf, The Director and Secretary of the Hamilton-Wentworth District School Board. Followed by Merv Matier, Superintendent of Transitional Services

### THE TEAM

Ken Bain	Interim Superintendent of Schools
Elizabeth Bond	Superintendent of Program
Krys Croxall	Superintendent of Schools
Patricia Gillie	Superintendent of Administrative & Operational Services
Don Grant	Comptroller of Finance
Al Greenleaf	Director and Secretary of the Board
Wayne Joudrie	Superintendent of Schools
Murray Quinn	Superintendent of Schools
Merv Matier	Superintendent of Transitional Services
Debbie Russon	Interim Superintendent of Human Resources
Stewart Thompson	Assistant Superintendent of Schools
Janice Tomlinson	Interim Assistant Superintendent of Program
Lucy Veerman	Acting Senior Financial Officer and Treasurer
Ken Waters	Superintendent of Schools



## PLANNING TEAM

The planning process for the creation of the Hamilton Wentworth District School Board was initiated by the local Education Improvement Committee. Four sub committees were mandated by the local Education Improvement Committee. The four sub-committees were, Education, Personnel, Property and Finance. I believe it is appropriate that the members of these sub-committees be recognized for their contribution. (See Appendix A)

## THE CHALLENGE

The possibilities before the Board will be measured by the determination of all the stakeholders. That determination in the past has resulted in many successful educational opportunities for the children and adults of our region. the following are examples of some of those successes.

**Sir John A MacDonald Secondary School** brings the four corners of the world to the corner of York and Bay Streets in downtown Hamilton . This school has been identified as the United Nations of students on more than one occasion. Lunch in the cafeteria at Sir John A MacDonald is a very enlightening experience. The student population of 1060 is a mosaic of students from 76 different countries speaking 56 different languages. Sir John A MacDonald has developed into a magnet for English as a Second Language students. The school offers a full range of academic and technical programs.

**Balaclava Elementary School** is located at the intersection of 10th Concession and Centre Rd. in Carlisle, and has an enrollment of 500 students attending kindergarten through grade 6. The present school building is a replacement for two other schools. The intriguing mystery is the name of the school Balaclava? A native Canadian name? Perhaps. No not so. Balaclava a hood, sometimes used for military activities, true but not the reason for naming the school. Balaclava School was named in reference to the Battle of Balaclava during the Crimean war of 1854.

**Dundas Central Public School** is located in the Valley Town of Dundas. It is the second oldest functioning school in Ontario. Built in 1857, in 1873 Central introduced Kindergarten classes and has used the same classroom for Kindergarten since 1885. A unique program at Central is the International Internship Program. this program supplies the school with a co-op Japanese Student who supplies teaching assistance to staff, and explains Japanese culture to the students. In return the Japanese student improves his skill in the English language. The school has an enrollment of 196 with 23 special needs students.

**The Glenwood Program** is provided in a building that once was an elementary school and is located in the beautiful town of Ancaster, which is most appropriate because this is, in a special way a beautiful program. The children attending Glenwood are children with special needs. The Good Book says "Suffer the little children to come unto me". The staff at Glenwood have revised this passage to "For all the children who suffer come to Glenwood for care, attention, and love."

**Bellmore Elementary School** is located on Highway #56 near Binbrook. The school was built in 1955 and is a kindergarten to grade eight school. The enrollment is 300 children, most of whom are bussed from the area that is bordered on the north and south by Halder Brook Rd. and Hwy. 53., Trinity Church Rd. and the West Lincoln Line represent the east and west boundaries. Bellmore Elementary School has served the children of three generations of residents of Glanbrook.

Saltfleet District Secondary School finally became a reality in 1996. It was worth the wait. The school has a total completeness. Inside the technical shops and science labs are outstanding. The school also has incorporated an early childhood component. The gymnasium wall displays a mural that shows the various sports.

Burkholder Drive Middle School located on East 25th Street between Mohawk and Fennel Ave. on Hamilton Mountain was opened in 1960. This area was once owned by the Burkholders, an early well-known, local, united empire loyalist family. Burkholder Middle School is unique. The program is focused in the areas of computer networking, telephone networking, and video cable partnerships. We are very proud of Burkholder's accomplishments, such as receiving the Hamilton Spectator's award for Community Partnerships, and the Spectators Web Site, Home Page Award.

The map on the screen shows the locations of the schools that have been described. This is only a snapshot of the over 130 schools in our region. Everyone of these schools are special.

In wrapping up I would like to suggest that "Intelligence and the spirit of adventure when combined will create new energies, and out of these energies will come exciting and rewarding change" We are blessed to have in our organization many who have achieved this combination. We are privileged to have Alan Greenleaf as our Director. In conversation with Al he said. "That a fellow doesn't last long on what he has done. He's got to keep delivering as he goes along. Al Greenleaf has been delivering something special to the children for 33 years. That special something is Education.

We are also privileged to have Merv Matier as Superintendent of Transitional Services. It's true when it's said that " Anyone can steer the ship in calm seas. Merv Matier is a person who can pilot the ship in the stormiest of conditions. I learned from Merv that a society which neglects or exploits any of it's members cannot , and will not be successful . After all any person who sees the beauty of the rose and ignores the pains of the thorn has to be a special human being.

On behalf of the L. E. I.C. I would like to thank Ruth Miller and Mary Lou Robillard for all their hard work during our L.E.I.C. meetings.

I would like to close with the following poem:

Twas a sheep not a lamb that went astray  
In the parable that was told  
Twas a grown up sheep which wandered away  
From the ninety and nine in the fold  
And out on the Hilltop and out in the cold  
Twas a sheep that the good shepherd sought,  
And back to the flock and back to the fold  
Twas a sheep that the good shepherd brought  
Now why should the sheep be so carefully fed and cared for even today  
Because there's danger if they go wrong the lambs will go astray  
For the lambs will follow the sheep you know  
Wherever they wander wherever they go  
If the sheep go wrong it will not be long, that the lambs are as wrong as they  
So still with the sheep we must earnestly plead for the sake of the lambs today  
For if the lambs are lost what a terrible cost, some sheep will have to pay

RAY MULHOLLAND  
CHAIR





# Planning Team

## Business & Finance Sub-Committee

Kaye Patterson  
Sandy Hill  
Don Grant  
Lucy Veerman  
Phil Clay  
Bertha Duric  
Phil Bradley  
Peter Greenberg  
Ted Kocznur  
Lee Gowers  
Rick Male  
Doug Robb  
Bob Thompson

## Property Sub-Committee

Bruce Wallace  
Ray Mulholland  
Wayne Joudrie  
Pat Gillie  
Bruce Thomson  
Daryl Sage  
Chris Dean  
Chuck Waterman  
Adrienne Davidson  
Rick Pagett  
Terry Lawrence  
Earl Dokree  
Tom Butterworth  
Norma Dymond  
Dana Atkinson

#### Education Sub-Committee

Judith Bishop  
Jack Duncan  
Krys Croxall  
Betty Bond  
Marguerite Botting  
Donna Quigley  
Jan Southall-Evans  
Marg Bowman  
Vicky Wilson-Sher  
Arlene Kappheim  
Mary Lou Kestell  
Bob Chapman  
Brad Miller  
Heather Fraser  
Jennie Robson  
Colleen Wray  
Kathi Jackson  
Kathy McFarland  
Kelly Laird  
Laura Ludwin  
Bruce Wright

#### Personnel (Human Resources) Sub-Committee

Margaret Cunningham  
Reg Woodworth  
Ken Waters  
Rick Binns  
Brian Radke  
Jim White  
Sue Dunlop  
Lois Morin  
Larry Hardman  
Catharine Adams  
Mary Lou Yaworski  
Paula Dunn  
Halina Sims  
Debbie Russon

## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Open Session of the Committee of the Whole Meeting of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 8, 1998.

Those present:

Judith Bishop

Heather Bullock

Janice Dewar

Wes Hicks (left at 11:00 p.m.)

Eleanor Johnstone (left at 11:00 p.m.)

Ray Mulholland

Lillian Orban

Laura Peddle

Joe Rogers

Bruce Wallace

Reg Woodworth (arrived at 7:30 p.m.)

In attendance:

Allan A. Greenleaf, Director of Education and Secretary (Wentworth)

Ken Bain, Interim Assistant Superintendent of Schools

Betty Bond, Superintendent of Program

Krys Croxall, Superintendent of Schools

Pat Gillie, Superintendent of Administrative & Operational Services

Don Grant, Comptroller of Finance

Wayne Joudrie, Superintendent of Schools (arrived at 7:35 p.m.)

Merv Matier, Superintendent of Transitional Services

Murray Quinn, Superintendent of Schools

Debbie Russon, Interim Superintendent of Human Resources

Stew Thompson, Assistant Superintendent of Schools

Janice Tomlinson, Interim Assistant Superintendent of Program

Ken Waters, Superintendent of Schools

Lucy Veerman, Acting Senior Financial Officer

The meeting was called to order at 8:17 p.m. by R. Woodworth, Chair of the Committee, who explained that trustees could speak as many times as they wished to items in Committee deliberations. The Committee Chair would also be addressing items. The Chair and Director reviewed those items being added to the agenda, as well as additional information related to various agenda items which had been distributed.

**IT WAS MOVED BY H. BULLOCK, SECONDED BY B. WALLACE THAT ITEMS C - 3 AND C - 4 BE MOVED TO THE IN CAMERA SESSION.**

**CARRIED, 6 IN FAVOUR, 5 OPPOSED.**

### **2. APPROVAL OF AGENDA:**

**IT WAS MOVED BY R. MULHOLLAND, SECONDED BY H. BULLOCK THAT THE AGENDA BE APPROVED.**

The following items were added:

15. (a) Notices of Motion - R. Woodworth

15. (b) Grade 3 Math Results

15. (c) Trustee Concern - L. Orban

15. (d) OPSBA Fee Payment - B. Wallace

With the additions, **THE MOTION CARRIED, 6 IN FAVOUR, 5 OPPOSED.**

**3. TABLED MOTION RE: TRUSTEE EXPENSE/TRAVEL ALLOWANCE POLICY:**

**IT WAS MOVED BY J. DEWAR, SECONDED BY B. WALLACE THAT THE FOLLOWING MOTION BE LIFTED FROM THE TABLE:**

**IT WAS MOVED BY R. WOODWORTH, SECONDED BY H. BULLOCK THAT THE WENTWORTH COUNTY BOARD OF EDUCATION'S TRAVEL ALLOWANCE POLICY BE ADOPTED FOR USE BY THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD.**

**CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**

It was emphasized that the trustees required a policy concerning expenses, etc. Speaking against the motion, one trustee felt that an annual allowance would be more appropriate with specific funds allocated for conference attendance. If this motion was approved, trustees would be required to maintain great numbers of receipts.

Trustees were apprised of the stated views of MET, OPSBA, and EIC representatives about this matter. Although payment for reimbursable expenses was quite acceptable, the institution of an annual allowance would be viewed by the EIC as piercing the \$5,000 cap on the trustee honorarium. In light of the information provided, the Chair clarified that the policies of both previous Boards should be reviewed to arrive at a new policy.

**IT WAS MOVED BY L. ORBAN, SECONDED BY J. DEWAR THAT THE MATTER OF TRUSTEE EXPENSE REIMBURSEMENT ALONG WITH POLICIES OF BOTH PREVIOUS BOARDS BE REFERRED TO ADMINISTRATION.**

One trustee felt that conference attendance should be considered separately, as well as having the list of reimbursable expenses defined.

To the motion, **CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**

Trustees Bullock and Johnstone volunteered to meet with the Comptroller to review the matter.

**4. S.E.A.C. APPOINTMENTS:**

**IT WAS MOVED BY E. JOHNSTONE, SECONDED BY J. BISHOP THAT THE FOLLOWING INDIVIDUALS BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE: BEVERLY SHEPARD (ARLENE KAPPHEIM - ALTERNATE) ASSOCIATION FOR BRIGHT CHILDREN**

**VICKY WYLSON-SHER (TERESA SIMMS-OBIDI - ALTERNATE) AUTISM SOCIETY ONTARIO, HAMILTON-WENTWORTH CHAPTER**

**ROBERT PETERS - CANADIAN NATIONAL INSTITUTE FOR THE BLIND**

**CARMELA VIDIC - CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS**

**BEVERLY PUPILS (LISA INNES - ALTERNATE) - DOWN SYNDROME ASSOCIATION OF HAMILTON**

**BRYAN SHIELDS - HAMILTON ASSOCIATION FOR COMMUNITY LIVING**

**LINDA BURNS - HAMILTON COUNCIL OF HOME AND SCHOOL ASSOCIATIONS**

**NALDA DALZIEL - HAMILTON DISTRICT SOCIETY FOR DISABLED CHILDREN**

**VICTORIA E. KERR JASKIEWICZ - HAMILTON AND DISTRICT EASTER SEALS PARENT DELEGATE GROUP**

**SUE BRAMBERGER (CATHARINE FLATT - ALTERNATE) HAMILTON-WENTWORTH COMMUNITY CARE ACCESS CENTRE**

**DAVE BUCSIS (TOM PARKER - ALTERNATE) LEARNING DISABILITIES ASSOCIATION OF HAMILTON-WENTWORTH**

**THOMAS MUST (DONNA LAZAR - ALTERNATE) ONTARIO ASSOCIATION FOR FAMILIES**



**OF CHILDREN WITH COMMUNICATION DISORDERS****DR. LINDA ARCHER - ONTARIO PSYCHOLOGICAL ASSOCIATION****CHARLOTTE VLAHOVIC - THE CHILDREN'S AID SOCIETY OF HAMILTON-WENTWORTH****HAL BUSHEY - CHOICES****CARRIED UNANIMOUSLY.****5. STANDING/SPECIAL COMMITTEE STRUCTURE:**

The Chair distributed recommendations for a Standing Committee structure, explaining that consideration and discussion of the matter would occur at a future meeting. One trustee thought that the Board was to operate as a Committee of the Whole for the entire stub year period because there was much to learn and trustees needed to get to know each other. The Chair reiterated that the outline was simply a suggestion for consideration at a future meeting.

It was pointed out that the Salary Committee would have an onerous task this year to blend all collective agreements. Since there were only eleven Board members, the number of committees must be kept to a minimum. One trustee felt that the Chair, Vice-Chair, and Director ought to meet and recommend to trustees appropriate procedures for the Board to follow with respect to the application of the Rules of Order for the conduct of meetings.

- (A) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT BRUCE WALLACE BE APPOINTED TO THE WENTWORTH COUNTY HOME AND SCHOOL ASSOCIATION.

**CARRIED UNANIMOUSLY.**

- (B) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. BISHOP THAT LAURA PEDDLE BE APPOINTED TO THE HAMILTON HOME AND SCHOOL ASSOCIATION.

**CARRIED UNANIMOUSLY.**

- (C) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY E. JOHNSTONE THAT JUDITH BISHOP BE APPOINTED TO THE STAFF DEVELOPMENT COMMITTEE.

**CARRIED UNANIMOUSLY.**

- (D) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. DEWAR THAT DARYL SAGE BE APPOINTED TO THE PARKS AND RECREATION COMMITTEE OF HAMILTON CITY COUNCIL.

**CARRIED UNANIMOUSLY.**

- (E) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT DARYL SAGE BE APPOINTED TO THE PLANNING AND DEVELOPMENT COMMITTEE OF HAMILTON CITY COUNCIL.

**CARRIED UNANIMOUSLY.**

- (F) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. ORBAN THAT DARYL SAGE BE APPOINTED TO THE TRANSPORT AND ENVIRONMENT COMMITTEE OF HAMILTON CITY COUNCIL.

**CARRIED UNANIMOUSLY.**

- (G) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY B. WALLACE THAT WILLIAM URIE BE APPOINTED TO THE HAMILTON SAFETY COUNCIL.

**CARRIED UNANIMOUSLY.**

- (H) IT WAS MOVED BY B. WALLACE, SECONDED BY H. BULLOCK THAT JUDITH BISHOP, RAY MULHOLLAND, LYNN HOWARTH-MCCUE, AND GRACE ROBERTS

BE APPOINTED TO THE UMBRELLA BOARD OF FAMILY AND CHILD CARE CENTRES.

CARRIED UNANIMOUSLY.

- (I) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT JUDITH BISHOP BE APPOINTED TO THE HAMILTON TEACHERS' FEDERATION RELATIONS.

CARRIED UNANIMOUSLY.

- (J) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY E. JOHNSTONE THAT LILLIAN ORBAN BE APPOINTED TO THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION RELATIONS.

CARRIED UNANIMOUSLY.

- (K) IT WAS MOVED BY B. WALLACE, SECONDED BY L. ORBAN THAT RAY MULHOLLAND BE APPOINTED TO THE CANADIAN UNION OF PUBLIC EMPLOYEES RELATIONS.

CARRIED UNANIMOUSLY.

- (L) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY W. HICKS THAT JUDITH BISHOP AND JANICE DEWAR BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - VALIDATION COMMITTEE.

CARRIED UNANIMOUSLY.

- (M) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. PEDDLE THAT JUDITH BISHOP AND ELEANOR JOHNSTONE BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - PROMOTION PROCESS REVIEW COMMITTEE.

CARRIED, 10 IN FAVOUR, 1 ABSTENTION.

- (N) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY W. HICKS THAT JUDITH BISHOP BE APPOINTED TO THE PERFORMANCE APPRAISAL SYSTEM, SYSTEM STEERING COMMITTEE.

CARRIED UNANIMOUSLY.

- (O) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY B. WALLACE THAT ELEANOR JOHNSTONE AND LILLIAN ORBAN BE APPOINTED TO THE SELECTION OF LEARNING MATERIALS (CENTRAL REVIEW COMMITTEE).

CARRIED UNANIMOUSLY.

- (P) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT ELEANOR JOHNSTONE AND WES HICKS BE APPOINTED TO THE CALENDAR COMMITTEE.

CARRIED UNANIMOUSLY.

- (Q) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. BISHOP THAT LILLIAN ORBAN BE APPOINTED TO THE CO-OPERATIVE EDUCATION ADVISORY COMMITTEE.

CARRIED UNANIMOUSLY.

- (R) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT HEATHER BULLOCK BE APPOINTED TO THE EMPLOYEE ASSISTANCE PROGRAM COMMITTEE.

CARRIED UNANIMOUSLY.

- (S) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. PEDDLE THAT ELEANOR JOHNSTONE, JUDITH BISHOP, LILLIAN ORBAN, AND REG WOODWORTH BE APPOINTED TO THE JOINT ADVISORY COMMITTEE.  
CARRIED UNANIMOUSLY.
- (T) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. PEDDLE THAT JUDITH BISHOP BE THE OPSBA DELEGATE; HEATHER BULLOCK BE THE ALTERNATE; RAY MULHOLLAND BE A DIRECTOR TO OPSBA; AND BRUCE WALLACE BE THE ALTERNATE.  
CARRIED UNANIMOUSLY.
- (U) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY W. HICKS THAT JOE ROGERS BE APPOINTED TO THE SCHOOL TRANSPORTATION SAFETY COMMITTEE.  
CARRIED UNANIMOUSLY.
- (V) IT WAS MOVED BY L. ORBAN, SECONDED BY J. DEWAR THAT WES HICKS, BRUCE WALLACE, LILLIAN ORBAN, ELEANOR JOHNSTONE, AND RAY MULHOLLAND BE APPOINTED TO THE SALARY COMMITTEE.

Discussion ensued about whether or not Salary Committee members should be appointed at this time because the Salary Committee was actually a Standing Committee. It was clarified that this appointment must occur now because of the work which must be commenced not later than January 16th. Also, immediate formation of this committee had been a recommendation from LEIC. It was added that the Salary Committee now came under the umbrella of the Labour Relations Act.

To the motion, CARRIED UNANIMOUSLY.

- (W) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. ORBAN THAT JUDITH BISHOP, JANICE DEWAR, AND LAURA PEDDLE BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE.  
CARRIED UNANIMOUSLY.
- (X) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY W. HICKS THAT JOE ROGERS, JUDITH BISHOP, LILLIAN ORBAN, AND HEATHER BULLOCK BE APPOINTED TO THE SUPERVISED ALTERNATIVE LEARNING EDUCATION PROGRAM.

The number of trustee representatives on SALEP was questioned.

To the motion, CARRIED UNANIMOUSLY.

#### 6. APPLICATION FOR APPROVAL OF AGREEMENT:

It was explained that the motion regarding the Honeywell Energy Reduction Program at Ancaster High School had been approved by the previous Wentworth Board, subject to LEIC and EIC approval. However, the LEIC has been disbanded and EIC personnel had indicated that it no longer dealt with contractual issues.

IT WAS MOVED BY B. WALLACE, SECONDED BY H. BULLOCK THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD PROCEED WITH THE ENERGY MANAGEMENT PROPOSAL FOR ANCASTER HIGH SCHOOL AS PRESENTED BY HONEYWELL, SUBJECT TO LEGAL REVIEW AND SUBJECT TO WRITTEN VERIFICATION FROM THE EDUCATION IMPROVEMENT COMMISSION.



One trustee pointed out that the previous Hamilton Board also had an energy savings program. In response to questions, it was explained that one budget would be presented to the Board as soon as appropriate information had been received from the Ministry, which would eliminate the need to operate two energy programs. However, it was clarified that parallel operations would still occur for the short-term. It was explained that it would not be necessary to budget the total amount of \$325,000 in one year. In response to questions, it was indicated that performance contracts did exist with other previous Wentworth schools.

Speaking against the motion, one trustee expressed his serious concerns about the company which had prepared the proposal. Noting that Honeywell representatives had presented a package proposal which had not been tendered, another trustee expressed disagreement with the process which had been followed.

To the motion, **CARRIED, 6 IN FAVOUR, 4 OPPOSED, 1 ABSTENTION.**

**7. RENTAL REQUEST RE: JERSEYVILLE SCHOOL:**

In response to questions, it was stated that the school had not yet been declared surplus to system needs. This was the second year of a two-year lease with the tenants.

**IT WAS MOVED BY J. BISHOP, SECONDED BY W. HICKS THAT CORRESPONDENCE FROM STEVEN AND ALISON WILL REGARDING CONTINUED USE OF JERSEYVILLE SCHOOL BE RECEIVED.**

It was indicated that the Board would have to review all school properties as they related to student accommodation. It was suggested that a special meeting be convened for this purpose.

To the motion, **CARRIED UNANIMOUSLY.**

**8. INVOICE RE: 1998 HAMILTON DISTRICT SCIENCE & ENGINEERING FAIR:**

The Director stated that the previous Hamilton Board had also received an invoice for \$3,000; however, the combined Board would receive an invoice for \$3,000.

**IT WAS MOVED BY J. BISHOP, SECONDED BY J. DEWAR THAT THE INVOICE FOR TRUSTEES FEES FOR THE 1998 HAMILTON DISTRICT SCIENCE AND ENGINEERING FAIR BE REFERRED TO ADMINISTRATION.**

**CARRIED UNANIMOUSLY.**

**9. RECOMMENDED PROCESS FOR DETERMINING STAFF PLACEMENTS:**

It was explained that the process for staff placements/filling positions in the new Board being presented to trustees had been recommended by Executive Council. The process had been based on the guiding principles which had been approved by LEIC. The document was reviewed in detail for trustees. It was added that, attached to the document, was the process utilized by the previous Hamilton Board for lay-off and recall of non-unionized employees. Also attached was a legal opinion outlining the constructive dismissal issues which would have to be considered in staff placement processes.

**IT WAS MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT THE PROCESS FOR PLACEMENT OF STAFF, AS RECOMMENDED BY EXECUTIVE COUNCIL, BE APPROVED.**

One trustee felt that the document was very comprehensive and expressed appreciation to those administrators for the work and time committed. It was explained that the difference in process for S.O.'s and managerial staff was because trustees had not normally been included in the interview teams for managerial positions. It was clarified that every position in the organization would have to be filled.

One trustee requested clarification about the "new position" definition. It was explained that a new position would be posted within the Board and, if no applications were forthcoming, the notice would



then be circulated provincially. In response to questions, the Director stated that previous Wentworth practice had no leadership pools. Current collective agreements applied until September 1st, after which time principals and vice-principals would no longer belong to an affiliate. The Board would have to determine whether or not appointment pools should be in place because the collective bargaining entitlements would no longer apply. The Director clarified that final approval of employee appointments was always the prerogative of the Board.

To the motion, **CARRIED, 9 IN FAVOUR, 2 ABSTENTIONS.**

**10. IMPACT OF CHANGE OF PAYMENT SCHEDULE:**

Trustees were apprised of the City of Hamilton's notification regarding the change in payment times and the impact of such change on both the Board's cash flow and expenditures. Funds would now be received from the City on a quarterly basis rather than every month. It was indicated that no correspondence was in place confirming the previous schedule. The legal opinion from Evans, Philp was reviewed.

**IT WAS MOVED BY J. BISHOP, SECONDED BY J. DEWAR THAT THE SEPARATE SCHOOL BOARD REPRESENTATIVES BE CONTACTED TO ATTEND A MEETING WITH THIS BOARD'S REPRESENTATIVES AND CITY OF HAMILTON OFFICIALS TO DISCUSS THE REVISED PAYMENT SCHEDULE AND THAT A REPORT BE BROUGHT BACK TO COMMITTEE.**

In response to questions, it was indicated that no consultation had occurred between the City and this Board before notification had been received of the change.

To the motion, **CARRIED UNANIMOUSLY.**

**11. SENIOR ADMINISTRATIVE MODEL:**

The Director stated that approval of the senior administrative model would allow the next phase of the placement process to commence.

**IT WAS MOVED BY J. DEWAR, SECONDED BY J. BISHOP THAT THE 13-POSITION SENIOR ADMINISTRATIVE STRUCTURE MODEL BE APPROVED AS PRESENTED, AND THAT THE DIRECTOR OF EDUCATION PROCEED WITH THE APPROPRIATE SUPERVISORY OFFICER PLACEMENT PROCESSES AS REQUIRED FOR REPORT TO THE COMMITTEE OF THE WHOLE MEETING OF JANUARY 22, 1998.**

In response to questions, the Director confirmed that the number of positions designated for the Superintendent of Education complement would now increase. However, this was not an increase to the number of S.O.'s, but was simply re-aligning the overall complement to increase attention to school supervision functions. It was clarified that the Ministry need not approve the senior administrative structure. In response to questions, the Director stated that the Board would have to determine whether or not it wished to offer contracts to all its supervisory officers or to continue the arrangements which had some on specific contracts and others on minuted appointments.

To the motion, **CARRIED UNANIMOUSLY.**

**12. SCHOOL TRIPS REQUESTS:**

**IT WAS MOVED BY J. BISHOP, SECONDED BY L. PEDDLE THAT THE FOLLOWING TRIP REQUESTS BE APPROVED:**

- (A) GRADES 6-8 - ADELAIDE HOODLESS SCHOOL - CAMP WANAKITA FROM FEBRUARY 8-11, 1998 INCLUSIVE.**
- (B) GRADE 8 HAMPTON HEIGHTS - CAMP MINI-YO-WE, MUSKOKA FROM JUNE 10-12, 1998 INCLUSIVE.**

- (C) GRADES 9-OAC + ADULTS - BARTON SECONDARY - STRATFORD ON MAY 19, 1998.
- (D) GRADES 9-OAC - GLENDALE - ELLICOTTVILLE, NY, USA FROM FEBRUARY 2-3, 1998 INCLUSIVE.

CARRIED UNANIMOUSLY.

**13. APPROVAL OF LEIC RECOMMENDATIONS:**

It was stated that the report had been presented to trustees for approval to allow the establishment of work groups/committees to implement those LEIC recommendations which required immediate attention. It was requested that establishment of committees be authorized now in view of the traditional timelines required for various matters. It was explained that trustees who had served on LEIC sub-committees would be approached to participate in the process as they had the expertise about most of the items. However, other trustees would also be approached for committee participation. It was added that several recommendations could be incorporated into one committee's deliberations.

**IT WAS MOVED BY L. PEDDLE, SECONDED BY B. WALLACE THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE ESTABLISHMENT OF WORK GROUPS/COMMITTEES TO REVIEW THE RECOMMENDATIONS CONTAINED IN THE LEIC FINAL REPORT AND DEVELOP PROPOSALS FOR TRUSTEE CONSIDERATION.**

CARRIED UNANIMOUSLY.

**14. NOTICE TO NEGOTIATE:**

It was explained that the Notice to Negotiate with the teacher bargaining units required the determination of an initial meeting date. Collective bargaining with the various federations was now conducted under the Labour Relations Act.

**15. TRUSTEE REPRESENTATIVE - SELECTION COMMITTEE:**

Trustees Wallace and Bullock volunteered to comprise a Selection Committee for co-ordinator interviews.

**15. (A) NOTICES OF MOTION - R. WOODWORTH:**

It was explained that the Notices of Motion had been distributed tonight for trustee information and that the Notice would be presented at the January 15th Board meeting.

**15. (B) GRADE 3 MATH RESULTS:**

The Director explained that the issue had resulted from a formal media request for the Grade 3 test results of the previous Hamilton Board, which had a policy that trustees must first review results before they could be released to the public. However, the Separate School Board and former Wentworth Board results had already been released publicly. Various documents had been provided for background information.

It was explained that, because of the teachers' protest, administration had not been able to present the school-by-school results to the Board until December, which did not occur. However, that report would be ready for the January 29th Board meeting. It was indicated that FOIP restrictions had also posed another issue. One trustee felt that the only recourse was to release the results as soon as possible and then initiate a review of the previous Hamilton Board's policy with respect to disclosure.

**IT WAS MOVED BY L. ORBAN, SECONDED BY E. JOHNSTONE THAT SCHOOL-BY-SCHOOL GRADE 3 MATH RESULTS BE RELEASED IMMEDIATELY TO THE PUBLIC AND THAT THE SCHOOL-BY-SCHOOL RESULTS, AS IN THE PREVIOUS HAMILTON BOARD FORMAT, BE PROVIDED TO THE BOARD ON JANUARY 29TH.**

In response to questions, it was clarified that the results could be released at this time and a report provided to the Board on January 29th. It was explained that because of the teachers' protest the scores had not been released to the principals until November, who had then been directed to work with the



School Councils in sharing the results with the community. This meant that the information had actually been available in November to both the public and the school community. If this was the case, one trustee questioned why the press had been required to follow the FOIP process to obtain the results. It was stated that Board policy prevented direct release to the media.

To the motion, **CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**

**EXTENSION OF MEETING:**

**IT WAS MOVED BY B. WALLACE, SECONDED BY H. BULLOCK THAT THE MEETING EXTEND UNTIL 11:15 P.M. OR UNTIL THE OPEN AND IN CAMERA AGENDA HAD BEEN COMPLETED, WHICHEVER COMES FIRST.**

**CARRIED, 8 IN FAVOUR, 3 ABSTENTIONS.**

**15. (C) TRUSTEE CONCERN - L. ORBAN:**

L. Orban stated that the question of user fees for French Immersion had been raised at a meeting this morning.

**IT WAS MOVED BY L. ORBAN, SECONDED BY B. WALLACE THAT FEES FOR WENTWORTH COUNTY RESIDENT STUDENTS ATTENDING FRENCH IMMERSION CLASSES WITHIN THE CITY OF HAMILTON BE DISCONTINUED.**

The Director clarified that there was no requirement for fee payment now. However, new students would not be accepted until September. It was pointed out that parents' cheques had not been cashed. Principals were uncertain about what action to take regarding the matter. It was added that MET comment was that Wentworth County students were now considered to be resident pupils and that fee payment no longer applied within the jurisdiction.

(L. Peddle left at 10:45 p.m.)

The Director stated that, in spite of LEIC recommendation to postpone out-of-catchment involvement until September, the Board could take whatever action it chose on the matter.

To the motion, **CARRIED UNANIMOUSLY.**

**15. (D) OPSBA FEE PAYMENT:**

Trustees were informed that the OPSBA fee payment invoice for the previous Hamilton Board for the stub year totalled \$42,730. It was explained that the OPSBA had eliminated many items from its budgets over the last several years.

**IT WAS MOVED BY B. WALLACE, SECONDED BY H. BULLOCK THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD REMIT TO OPSBA \$42,730 WHICH REPRESENTED THE MEMBERSHIP FEE OF THE PREVIOUS-HAMILTON BOARD FOR THE STUB YEAR.**

It was indicated that the previous Hamilton Board contributed to neither the legal fund nor the constitutional challenge. However, it was explained that the defense fund had been a specific line item in the OPSBA budget. It was requested that correspondence be forwarded to OPSBA requesting clarification about the inclusion of legal fees in membership fee invoices. Background information related to the previous Hamilton Board OPSBA fees had been outlined for trustees. It was emphasized that the Board must determine whether or not it wished to join OPSBA.

To the motion, **CARRIED, 9 IN FAVOUR, 1 ABSTENTION.**

**CORRESPONDENCE:**

16. Ancaster Alliance Church re: Rental Request
17. Colin Macdonald Alternative School re: Rental Request

**IT WAS MOVED BY J. BISHOP, SECONDED BY H. BULLOCK THAT CORRESPONDENCE FROM THE ANCASTER ALLIANCE CHURCH AND COLIN MACDONALD ALTERNATIVE SCHOOL BE REFERRED TO ADMINISTRATION.**

**CARRIED UNANIMOUSLY.**

**DISTRIBUTION:**

18. Draft Senior Administrative Role Descriptions
19. OFSAA Report re: Impact of Changes/Structure/Functions of School Boards

**IT WAS MOVED BY W. HICKS, SECONDED BY J. BISHOP THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD SUPPORT OFSAA AND THAT THE MINISTRY BE REQUESTED TO CONTINUE PAST PRACTICE AND ALLOCATE SUFFICIENT FUNDS, BOTH IN DIRECT FUNDS AND GRANT MONIES ALLOCATED TO SCHOOL BOARDS, FOR OFSAA TO CONTINUE TO OFFER SCHOOL ATHLETICS.**

It was clarified that the previous Hamilton Board was a member of OFSAA and paid fees of \$6,392.

To the motion, **CARRIED UNANIMOUSLY.**

**BOARD REFERRALS:**

20. Dunbar Associates re: Conflict of Interest Seminar
21. MET re: Bill 160 Information Sessions

The Director stated that no further contact had been received from the Ministry. H. Bullock volunteered to attend the Information Sessions.

22. OPSTF Provincial (2) re: Federation Dues/Programs
23. OFSAA re: Value of School Sports
24. City of Hamilton re: Levy Payments to Boards of Education

**IN CAMERA SESSION:**

**IT WAS MOVED BY H. BULLOCK, SECONDED BY B. WALLACE THAT THE COMMITTEE MOVE INTO IN CAMERA SESSION.**

W. Hicks stated that, from his perspective, the items to be dealt with in In Camera contravened the Education Act and, therefore, he would be abstaining from voting. He emphasized that the personnel items involved were not In Camera items. The Director stated that he would obtain legal advice on the matter and report back to the Board.

To the motion, **CARRIED, 7 IN FAVOUR, 3 OPPOSED.**

The meeting adjourned at 11:15 p.m. during the In Camera session.



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1998

## HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

at the Regular Board Meeting of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 15, 1998.

### Those present:

Ray Mulholland, Chair  
Reg Woodworth, Vice-Chair  
Judith Bishop  
Heather Bullock  
Janice Dewar  
Wes Hicks  
Eleanor Johnstone  
Lillian Orban  
Laura Peddle  
Joe Rogers  
Bruce Wallace

URBAN MUNICIPAL

MAY 7 1998

GOVERNMENT DOCUMENTS

### In attendance:

Allan A. Greenleaf, Director of Education and Secretary-Treasurer  
Ken Bain, Interim Assistant Superintendent of Schools  
Elizabeth Bond, Superintendent of Program  
Krys Croxall, Superintendent of Schools  
Pat Gillie, Superintendent - Administrative and Operational Services  
Don Grant, Comptroller of Finance  
Wayne Joudrie, Superintendent of Schools  
Merv Matier, Superintendent of Transitional Services  
Murray Quinn, Superintendent of Schools  
Debbie Russon, Interim Superintendent of Human Resources  
Stew Thompson, Assistant Superintendent of Schools  
Janice Tomlinson, Interim Assistant Superintendent of Program  
Lucy Veerman, Acting Senior Financial Officer  
Ken Waters, Superintendent of Schools

### IN-CAMERA SESSION:

The Chair called in-camera session 7:05 p.m.

The Chair called the open session to order at 8:10 p.m.

### OPENING READING/PRAYER

R. Mulholland read the following verse, reprinted at B. Wallace's request:

*One song can spark a moment,  
One flower can wake the dream.  
One tree can start a forest,  
One bird can herald spring.  
One smile begins a friendship,  
One handclasp lifts a soul,  
One star can guide a ship at sea,  
One word can frame the goal.*

*One vote can change a nation,  
One sunbeam lights a room.  
One candle wipes out darkness,  
One laugh will conquer gloom.  
One step must start each journey,  
One word must start each prayer.  
One hope will raise our spirits,  
One touch can show you care.  
One voice can speak with wisdom,  
One heart can know what's true,  
One life can make the difference,  
You see, it's up to you.*

**3. PUBLIC QUESTION PERIOD**

Nil.

**4. APPROVAL OF MINUTES - JANUARY 5, 1998**

**RESOLUTION #98-9: IT WAS MOVED BY J. ROGERS, SECONDED BY J. DEWAR THAT THE MINUTES OF JANUARY 5, 1998 BE APPROVED AS DISTRIBUTED. CARRIED UNANIMOUSLY.**

A. Greenleaf requested the members to call his office with any concerns or corrections to minutes in advance so that any changes sought can be noted by memorandum to all trustees and read clearly into the minutes.

**5. BUSINESS ARISING FROM THE MINUTES**

**OPSBA REPRESENTATION**

L. Veerman reported that, in response to a question at the January 8 Committee of the Whole meeting, OPSBA has indicated its membership fee is formulated to meet regular operating expenditures and no portion of the fee is related to other items such as a legal defense fund.

A. Greenleaf drew the members' attention to the correspondence placed on their desks from the Education Improvement Commission regarding the Board's authority to determine whether or not to proceed with Honeywell Energy Reduction Program.

**6. APPROVAL OF AGENDA**

**RESOLUTION #98-10: IT WAS MOVED BY L. ORBAN, SECONDED BY H. BULLOCK THAT THE AGENDA BE APPROVED. CARRIED UNANIMOUSLY.**

**7. COMMITTEE OF THE WHOLE BOARD REPORT**

**RESOLUTION #98-11: IT WAS MOVED BY R. WOODWORTH, SECONDED BY B. WALLACE: THAT THE COMMITTEE OF THE WHOLE BOARD REPORT DATED JANUARY 8, 1998 BE ADOPTED AS FOLLOWS:**

1. TABLED MOTION RE: TRUSTEE EXPENSE/TRAVEL ALLOWANCE POLICY:  
THAT THE MATTER OF TRUSTEE EXPENSE REIMBURSEMENT ALONG WITH POLICIES OF BOTH PREVIOUS BOARDS BE REFERRED TO ADMINISTRATION.
2. S.E.A.C. APPOINTMENTS:  
THAT THE FOLLOWING INDIVIDUALS BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE:  
BEVERLY SHEPARD (ARLENE KAPPHEIM - ALTERNATE) ASSOCIATION FOR BRIGHT CHILDREN  
VICKY WYLSON-SHER (TERESA SIMMS-OBIDI - ALTERNATE) AUTISM SOCIETY ONTARIO, HAMILTON-WENTWORTH CHAPTER  
ROBERT PETERS - CANADIAN NATIONAL INSTITUTE FOR THE BLIND  
CARMELA VIDIC - CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS  
BEVERLY PUPILS (LISA INNES - ALTERNATE) - DOWN SYNDROME ASSOCIATION OF HAMILTON  
BRYAN SHIELDS - HAMILTON ASSOCIATION FOR COMMUNITY LIVING  
LINDA BURNS - HAMILTON COUNCIL OF HOME AND SCHOOL ASSOCIATIONS  
NALDA DALZIEL - HAMILTON DISTRICT SOCIETY FOR DISABLED CHILDREN  
VICTORIA E. KERR JASKIEWICZ - HAMILTON AND DISTRICT EASTER SEALS PARENT DELEGATE GROUP  
SUE BRAMBERGER (CATHARINE FLATT - ALTERNATE) HAMILTON-WENTWORTH COMMUNITY CARE ACCESS CENTRE  
DAVE BUCSIS (TOM PARKER - ALTERNATE) LEARNING DISABILITIES ASSOCIATION OF HAMILTON-WENTWORTH  
THOMAS MUST (DONNA LAZAR - ALTERNATE) ONTARIO ASSOCIATION FOR FAMILIES OF CHILDREN WITH COMMUNICATION DISORDERS  
DR. LINDA ARCHER - ONTARIO PSYCHOLOGICAL ASSOCIATION  
CHARLOTTE VLAHOVIC - THE CHILDREN'S AID SOCIETY OF HAMILTON-WENTWORTH  
HAL BUSHEY - CHOICES
3. APPLICATION FOR APPROVAL OF AGREEMENT:  
THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD PROCEED WITH THE ENERGY MANAGEMENT PROPOSAL FOR ANCASTER HIGH SCHOOL AS PRESENTED BY HONEYWELL, SUBJECT TO LEGAL REVIEW AND SUBJECT TO WRITTEN VERIFICATION FROM THE EDUCATION IMPROVEMENT COMMISSION.
5. RENTAL REQUEST RE: JERSEYVILLE SCHOOL:  
THAT CORRESPONDENCE FROM STEVEN AND ALISON WILL REGARDING CONTINUED USE OF JERSEYVILLE SCHOOL BE RECEIVED.
6. INVOICE RE: 1998 HAMILTON DISTRICT SCIENCE & ENGINEERING FAIR:  
THAT THE INVOICE FOR TRUSTEES FEES FOR THE 1998 HAMILTON DISTRICT SCIENCE AND ENGINEERING FAIR BE REFERRED TO ADMINISTRATION.



7. RECOMMENDED PROCESS FOR DETERMINING STAFF PLACEMENTS:  
THAT THE PROCESS FOR PLACEMENT OF STAFF, AS RECOMMENDED BY EXECUTIVE COUNCIL, BE APPROVED.
8. IMPACT OF CHANGE OF PAYMENT SCHEDULE:  
THAT THE SEPARATE SCHOOL BOARD REPRESENTATIVES BE CONTACTED TO ATTEND A MEETING WITH THIS BOARD'S REPRESENTATIVES AND CITY OF HAMILTON OFFICIALS TO DISCUSS THE REVISED PAYMENT SCHEDULE AND THAT A REPORT BE BROUGHT BACK TO COMMITTEE.
9. SENIOR ADMINISTRATIVE MODEL:  
THAT THE 13-POSITION SENIOR ADMINISTRATIVE STRUCTURE MODEL BE APPROVED AS PRESENTED, AND THAT THE DIRECTOR OF EDUCATION PROCEED WITH THE APPROPRIATE SUPERVISORY OFFICER PLACEMENT PROCESSES AS REQUIRED FOR REPORT TO THE COMMITTEE OF THE WHOLE MEETING OF JANUARY 22, 1998.
10. SCHOOL TRIPS REQUESTS:  
THAT THE FOLLOWING TRIP REQUESTS BE APPROVED:  
(A) GRADES 6-8 - ADELAIDE HOODLESS SCHOOL - CAMP WANAKITA FROM FEBRUARY 8-11, 1998 INCLUSIVE.  
(B) GRADE 8 HAMPTON HEIGHTS - CAMP MINI-YO-WE, MUSKOKA FROM JUNE 10-12, 1998 INCLUSIVE.  
(C) GRADES 9-OAC + ADULTS - BARTON SECONDARY - STRATFORD ON MAY 19, 1998.  
(D) GRADES 9-OAC - GLENDALE - ELLICOTTVILLE, NY, USA FROM FEBRUARY 2-3, 1998 INCLUSIVE.
11. APPROVAL OF LEIC RECOMMENDATIONS:  
THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE ESTABLISHMENT OF WORK GROUPS/COMMITTEES TO REVIEW THE RECOMMENDATIONS CONTAINED IN THE LEIC FINAL REPORT AND DEVELOP PROPOSALS FOR TRUSTEE CONSIDERATION.
12. GRADE 3 MATH RESULTS:  
THAT SCHOOL-BY-SCHOOL GRADE 3 MATH RESULTS BE RELEASED IMMEDIATELY TO THE PUBLIC AND THAT THE SCHOOL-BY-SCHOOL RESULTS, AS IN THE PREVIOUS HAMILTON BOARD FORMAT, BE PROVIDED TO THE BOARD ON JANUARY 29TH.
13. TRUSTEE CONCERN - L. ORBAN:  
THAT FEES FOR WENTWORTH COUNTY RESIDENT STUDENTS ATTENDING FRENCH IMMERSION CLASSES WITHIN THE CITY OF HAMILTON BE DISCONTINUED.



**14. OPSBA FEE PAYMENT:**

THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD REMIT TO OPSBA \$42,730 WHICH REPRESENTED THE MEMBERSHIP FEES OF THE PREVIOUS-HAMILTON BOARD FOR THE STUB YEAR.

**15. CORRESPONDENCE:**

THAT CORRESPONDENCE FROM THE ANCASTER ALLIANCE CHURCH AND COLIN MACDONALD ALTERNATIVE SCHOOL BE REFERRED TO ADMINISTRATION.

**16. DISTRIBUTION:**

THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD SUPPORT OFSAA AND THAT THE MINISTRY BE REQUESTED TO CONTINUE PAST PRACTICE AND ALLOCATE SUFFICIENT FUNDS, BOTH IN DIRECT FUNDS AND GRANT MONIES ALLOCATED TO SCHOOL BOARDS, FOR OFSAA TO CONTINUE TO OFFER ONTARIO SCHOOL CHAMPIONSHIPS.

R. Woodworth noted that he had pulled Item #4 from the report for separate consideration and that it was not included in the above motion.

E. Johnstone asked that Item #14 be withdrawn from the Report.

L. Peddle questioned Items 5, 6, 8, 9 and 15 in the Report since the Committee had referred these items either to officials or to a future meeting date.

Following some discussion in which it was noted that the Report of the Committee reflected the actions taken by the Committee at its meeting and was presented as such to the Board for approval, the members agreed to pull these items from the motion for separate consideration to deal with the procedural questions around these recommendations coming forward to Board at a Caucus meeting.

Prior to putting the motion to a vote, the Chairman clarified that the following Items in the report were now on the table: 1, 2, 3, 7, 9, 10, 11, 12, 13 and 16.

**CARRIED UNANIMOUSLY.**

The Chairman noted that Items 5, 6, 10 and 15 would be dealt with at the Caucus meeting.

**RESOLUTION #98-12: MOVED BY R. WOODWORTH, SECONDED BY B. WALLACE THAT THE FOLLOWING ITEM FROM THE COMMITTEE OF THE WHOLE BOARD REPORT BE ADOPTED:**

**4. STANDING/SPECIAL COMMITTEE STRUCTURE:**

- (A) THAT BRUCE WALLACE BE APPOINTED TO THE WENTWORTH COUNTY HOME AND SCHOOL ASSOCIATION.
- (B) THAT LAURA PEDDLE BE APPOINTED TO THE HAMILTON HOME AND SCHOOL ASSOCIATION.
- (C) THAT JUDITH BISHOP BE APPOINTED TO THE STAFF DEVELOPMENT COMMITTEE.

- (D) THAT DARYL SAGE BE APPOINTED TO THE PARKS AND RECREATION COMMITTEE OF HAMILTON CITY COUNCIL.
- (E) THAT DARYL SAGE BE APPOINTED TO THE PLANNING AND DEVELOPMENT COMMITTEE OF HAMILTON CITY COUNCIL.
- (F) THAT DARYL SAGE BE APPOINTED TO THE TRANSPORT AND ENVIRONMENT COMMITTEE OF HAMILTON CITY COUNCIL.
- (G) THAT WILLIAM URIE BE APPOINTED TO THE HAMILTON SAFETY COUNCIL.
- (H) THAT JUDITH BISHOP, RAY MULHOLLAND, LYNN HOWARTH-MCCUE, AND GRACE ROBERTS BE APPOINTED TO THE UMBRELLA BOARD OF FAMILY AND CHILD CARE CENTRES.
- (I) THAT JUDITH BISHOP BE APPOINTED TO THE HAMILTON TEACHERS' FEDERATION RELATIONS.
- (J) THAT LILLIAN ORBAN BE APPOINTED TO THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION RELATIONS.
- (K) THAT RAY MULHOLLAND BE APPOINTED TO THE CANADIAN UNION OF PUBLIC EMPLOYEES RELATIONS.
- (L) THAT JUDITH BISHOP AND JANICE DEWAR BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - VALIDATION COMMITTEE.
- (M) THAT JUDITH BISHOP AND ELEANOR JOHNSTONE BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - PROMOTION PROCESS REVIEW COMMITTEE.
- (N) THAT JUDITH BISHOP BE APPOINTED TO THE PERFORMANCE APPRAISAL SYSTEM, SYSTEM STEERING COMMITTEE.
- (O) THAT ELEANOR JOHNSTONE AND LILLIAN ORBAN BE APPOINTED TO THE SELECTION OF LEARNING MATERIALS (CENTRAL REVIEW COMMITTEE).
- (P) THAT ELEANOR JOHNSTONE AND WES HICKS BE APPOINTED TO THE CALENDAR COMMITTEE.
- (Q) THAT LILLIAN ORBAN BE APPOINTED TO THE CO-OPERATIVE EDUCATION ADVISORY COMMITTEE.
- (R) THAT HEATHER BULLOCK BE APPOINTED TO THE EMPLOYEE ASSISTANCE PROGRAM COMMITTEE.
- (S) THAT ELEANOR JOHNSTONE, JUDITH BISHOP, LILLIAN ORBAN, AND REG WOODWORTH BE APPOINTED TO THE JOINT ADVISORY COMMITTEE.
- (T) THAT JUDITH BISHOP BE THE OPSBA DELEGATE; HEATHER BULLOCK BE THE ALTERNATE; RAY MULHOLLAND BE A DIRECTOR TO OPSBA; AND BRUCE WALLACE BE THE ALTERNATE.
- (U) THAT JOE ROGERS BE APPOINTED TO THE SCHOOL TRANSPORTATION SAFETY COMMITTEE.
- (V) THAT WES HICKS, BRUCE WALLACE, LILLIAN ORBAN, ELEANOR JOHNSTONE, AND RAY MULHOLLAND BE APPOINTED TO THE SALARY COMMITTEE.
- (W) THAT JUDITH BISHOP, JANICE DEWAR, AND LAURA PEDDLE BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE.
- (X) THAT JOE ROGERS, JUDITH BISHOP, LILLIAN ORBAN, AND HEATHER BULLOCK BE APPOINTED TO THE SUPERVISED ALTERNATIVE LEARNING EDUCATION PROGRAM.



R. Woodworth stated his concern with the number of committees meetings that were to convene during the day as it prohibited both trustees and members of the public who might wish to attend these meetings from doing so. Citing his major concern in this area was with the Joint Advisory Committee, he objected to taking teaching members of the Committee out of their classrooms and away from students to attend the meetings. He asked that when this Committee convenes its first meeting, hopefully in an evening, the members determine which evening each month they will meet. R. Woodworth added that he moved the recommended action since it did not deal with the times of the meetings.

While agreeing that the concerns raised were valid and that times must be convenient for the involvement of people on the committee, J. Bishop pointed out that it is impossible for the Board to do all its business in the evenings as trustees also have evening commitments in the schools and communities. It was hoped that in scheduling the various meetings, that times convenient for the members appointed to the Committees will be agreed upon in order to expedite the work that has to be done.

**To the motion, CARRIED UNANIMOUSLY.**

**RESOLUTION #98-13: MOVED BY R. WOODWORTH, SECONDED BY H. BULLOCK THAT THAT THE FOLLOWING ITEM FROM THE COMMITTEE OF THE WHOLE BOARD REPORT BE ADOPTED:**

**14. OPSBA FEE PAYMENT:**

**THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD REMIT TO OPSBA \$42,730 WHICH REPRESENTED THE MEMBERSHIP FEES OF THE PREVIOUS-HAMILTON BOARD FOR THE STUB YEAR.**

L. Veerman clarified that the above fee represents 8/12 of the annual fee and that the predecessor Wentworth County Board's fee of \$20,000 has already been paid for 1998.

Objection to a membership fee of \$90,000 on an annualized basis was raised and it was suggested that this amount of money would be better spent on hiring additional staff for the system.

B. Wallace, as Treasurer of OPSBA, clarified that there were only 3 public boards of education that did not belong to OPSBA last year. He pointed out the funding arrangements OPSBA has made for this stub year and its intent to develop a new funding formula based on full time equivalents. In response to a further question, B. Wallace noted that OPSBA is a provincial organization representing public school boards and, on behalf of these boards, meets regularly with the Ministry of Education and Training and, on occasion, has been asked for its input. While the Ministry doesn't always agree with OPSBA's position, there is considerable information gathered and forwarded to the Ministry on behalf of public education. He clarified that it was the EIC in its report, The Road Ahead II, who recommended boards of education join their provincial organizations and not the Ministry of Education and Training.

Suggesting that the government should be approached about funding the membership fees for boards of education to belong to OPSBA it was **MOVED BY L. ORBAN, SECONDED BY E. JOHNSTONE THAT ITEM #4 BE REFERRED TO BUDGET.**

**LOST, 2 IN FAVOUR, 9 OPPOSED.**

In response to a question, B. Wallace noted that OPSBA was formed 8 years ago as an amalgamated organization of northern, large boards and rural boards' trustee organizations with the intent of providing one strong voice on behalf of public education.

When the Officials were asked if OPSBA provided valuable information to assist in its decision-making, A. Greenleaf noted that this organization is the one lobby group on behalf of public boards of education. At this point, the government has not shown to be responsive to individual school boards, but has been receptive to collective messages from the provincial organizations. D. Russon added that it was essential for any new school board to belong due to the information OPSBA provided around labour relation activities, i.e. network provisions for updated settlements across the province, pay equity maintenance, etc.

**TO THE MOTION, CARRIED, 9 IN FAVOUR, 2 OPPOSED.**

**8. ADOPTION OF THE IN-CAMERA SESSION REPORT**

**RESOLUTION #98-14: MOVED BY H. BULLOCK, SECONDED BY J. BISHOP THAT THE IN-CAMERA SESSION REPORT BE ADOPTED AS FOLLOWS:**

**C - 1 APPROVAL OF THE MINUTES**

**IT WAS MOVED BY J. ROGERS, SECONDED BY E. JOHNSTONE: THAT THE MINUTES OF THE IN-CAMERA SESSION OF THE JANUARY 5, 1998 MEETING BE APPROVED.**

**C - 2 APPROVAL OF THE AGENDA**

**IT WAS MOVED BY J. ROGERS, SECONDED BY H. BULLOCK: THAT THE AGENDA BE APPROVED AS PRESENTED.**

**C - 3 STUDENT EXPULSION HEARING**

**IT WAS MOVED BY R. WOODWORTH, SECONDED BY J. ROGERS THAT THE STUDENT BE EXPELLED FROM THE SCHOOLS OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EFFECTIVE JANUARY 15, 1998.**

**C - 4 COMMITTEE OF THE WHOLE BOARD REPORT**

**1. SUPERINTENDENT OF BUSINESS AND TREASURER:**

- (A) THAT THE "TREASURER" DESIGNATION INCLUDED IN RESOLUTION #97-9 APPOINTING ALLAN A. GREENLEAF TO THE POSITION OF DIRECTOR OF EDUCATION AND SECRETARY-TREASURER OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD BE RESCINDED.**
- (B) THAT DON GRANT BE APPOINTED TO THE POSITION OF SUPERINTENDENT OF BUSINESS AND TREASURER, EFFECTIVE JANUARY 15, 1998.**
- (C) THAT LUCY VEERMAN CONTINUE AS ACTING SENIOR FINANCIAL OFFICER, REPORTING TO THE SUPERINTENDENT OF BUSINESS AND TREASURER, TO AUGUST 31, 1998, THEREBY MAINTAINING HER BUSINESS SUPERVISORY OFFICER STATUS FOR THE SHORTENED 1998 FISCAL YEAR.**



- (D) THAT LUCY VEERMAN RESUME HER RESPONSIBILITIES AS MANAGER OF BUDGET, OR EQUIVALENT, EFFECTIVE SEPTEMBER 1, 1998, AND THAT SHE BE PAID AT THE LEVEL OF SUPERINTENDENT OF ONE FULL YEAR, COMMENCING SEPTEMBER 1, 1998, IN ACCORDANCE WITH THE REQUIREMENTS OF REGULATION 309.

**2. PERSONNEL REPORT:**

THAT THE PERSONNEL REPORT DATED JANUARY 8, 1998 BE ADOPTED AND THE RECOMMENDATIONS CONTAINED THEREIN BE APPROVED.

**C - 5 CORRESPONDENCE**

**(A) FARANO GREEN RE REAL MCCOY ISSUE**

IT WAS MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT THE CORRESPONDENCE FROM FARANO GREEN RE REAL MCCOY ISSUE BE RECEIVED FOR INFORMATION.

**(B) MCCARTHY TETRAULT RE KEY BARGAINING ISSUES**

IT WAS MOVED BY E. JOHNSTONE, SECONDED BY J. DEWAR THAT THE CORRESPONDENCE FROM MCCARTHY TETRAULT RE KEY BARGAINING ISSUES BE REFERRED TO THE SALARY COMMITTEE.

To the report, CARRIED.

W. Hicks asked the Board to give consideration to a process to deal with motions lost at Committee meetings at the Board meeting following. The former Hamilton Board had a practice of listing lost motions as an addendum to the Report of the Committee.

**9. NOTICE OF MOTION**

R. Woodworth gave notice that he will move or cause to be moved at the next regular Board meeting:

1. That correspondence addressed to the Director as Secretary of the Board and to the Chair as Chair of the Board be distributed to all trustees for information.
2. That trustees be furnished weekly, prior to Board or Committee meetings, with the full narrative draft minutes of all Executive Council meetings, on a confidential basis, for information purposes only.
3. That policy be immediately established regarding Standing Committee(s) re: conduct of business, rules of operation, function of committee chair(s) and terms of reference.
4. That policy be immediately developed regarding regulations and procedures for receiving delegations.
5. That the Chairs of Standing Committees received an extra honorarium of \$2,500.

R. Woodworth added that he will withdraw #5 should the Board not agree to a Standing Committee structure at this time.

**10. TRANSITIONAL ISSUES**

M. Matier reported that updates on the progress of the transitional recommendations will be provided at each Board meeting. Believing the community expected that organizational decisions and re-alignment of programs would occur quickly, he noted that the complexities of the 180 recommendations negated the prospect of quick decisions being made in isolation. A planned process for managing the consideration of all recommendations will be forthcoming and he asked

the members for their patience while the plan is put together. He suggested that parents and others in the community be assured that all current policies and practices will continue to operate in their respective geographical areas until new policies are established by this new Board. He added that a newsletter will be established within the next week or two and a calendar of various proposals will be brought to the trustees in the near future.

M. Matier, in response to questions from trustees regarding calls from the public particularly in the areas of junior kindergarten and school boundaries, indicated that the officials will be bringing forward recommendations regarding measures for the interim period until trustees are in a position to make informed decisions. In the interim, a communications plan to the community will also be developed.

#### **11. QUESTIONS OF THE COMMITTEE OF THE WHOLE CHAIRMAN**

R. Woodworth recalled the Chair's suggestion at the January 5 Board meeting that all trustees have an opportunity to Chair the Committee of the Whole Board meetings on a rotating basis and asked the members to consider who would like to do so on January 22.

L. Peddle offered to make a motion that this procedure be put in place and that the rotation begin alphabetically.

H. Bullock spoke against the proposal stating that consistency in the Chair was vital as the new board would be deliberating over critical issues. She suggested that some other venue for similar experiences for trustees be sought.

No seconder to the motion was forthcoming.

#### **12. CHAIRMAN'S REPORT**

R. Mulholland reported on the opportunities he has had in visiting some of the schools in the county. At the end of the month, he will be attending the OPSBA conference where B. Wallace is running for second vice-president as well as attending a Saturday session on Bill 160 in London.

#### **13. OPSBA REPORT**

B. Wallace referenced some of the pending changes that OPSBA will be considering at its Executive Council meeting particularly around the fee structure and coinciding its fee payment invoice with each Board's fiscal year.

#### **CORRESPONDENCE**

**14. RESOLUTION #98-15: MOVED BY L. ORBAN, SECONDED BY J. BISHOP THAT THE CORRESPONDENCE FROM THE FLAMBOROUGH CENTRE SCHOOL COUNCIL REGARDING THEIR REQUEST FOR REPRESENTATION AT THE BOARD TABLE BE REFERRED TO THE SECRETARY OF THE BOARD.**

A. Greenleaf agreed to communicate with this School Council as well as all School Councils regarding their advisory status, which precludes sitting at the Board table with the elected officials.

**To the motion, CARRIED UNANIMOUSLY.**



**15. RESOLUTION #98-16: MOVED BY J. BISHOP, SECONDED BY E. JOHNSTONE THAT THE RESPONSE FROM PREMIER HARRIS REGARDING BILL 160 BE RECEIVED AND FILED.**

**CARRIED UNANIMOUSLY.**

**16. RESOLUTION #98-17: MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT THE CORRESPONDENCE FROM GUY BROWN HOME AND SCHOOL REGARDING ASSESSMENT OF THE PARKING/DRIVEWAY BE REFERRED TO ADMINISTRATION FOR APPROPRIATE ACTION.**

There was some discussion regarding the expectation of a report from officials regarding the resolution to the concern outlined in the letter. While some members felt a report should be forthcoming, particularly in this potentially dangerous situation, others felt that the intent of referring an issue to staff was to have the appropriate action taken with no further report necessary.

R. Mulholland ruled that there was no report from the Officials expected on this issue.

**TO THE MOTION, CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**

**17. RESOLUTION #98-18: MOVED BY B. WALLACE, SECONDED BY W. HICKS THAT THE CORRESPONDENCE FROM THE TOWN OF DUNDAS REGARDING THE LIBRARY BOARD APPOINTMENTS BE REFERRED TO THE SECRETARY OF THE BOARD FOR APPROPRIATE ACTION.**

**CARRIED UNANIMOUSLY.**

**18. CITY OF HAMILTON REGARDING LIBRARY BOARD APPOINTMENTS**

R. Mulholland ruled that the correspondence be received and filed, noting that the process employed by the former Hamilton Board would be followed.

**19. HILLCREST MIDDLE SCHOOL RE "BLACK HISTORY MONTH"**

R. Mulholland, noting that he was unable to attend this year, indicated he will approach a trustee to attend on behalf of the Board. A. Greenleaf added he had asked Kathie Hibbins, Project Team Leader, Social and Interpersonal Skills, to attend in his place due to the scheduling conflict with Executive Council.

**20. RESOLUTION #98-19: MOVED BY L. ORBAN, SECONDED BY J. ROGERS THAT NO ACTION BE TAKEN ON THE REQUEST OF THE ONTARIO LEGAL AID PLAN REGARDING THE DIRECTOR'S ATTENDANCE AT AREA COMMITTEE MEETINGS.**

**CARRIED UNANIMOUSLY.**

**21. RESOLUTION #98-20: MOVED BY W. HICKS, SECONDED BY L. ORBAN THAT THE CORRESPONDENCE FROM THE MINISTRY OF EDUCATION AND TRAINING REGARDING SPECIAL EDUCATION ANNUAL REVIEW BE RECEIVED AND FILED.**

**CARRIED UNANIMOUSLY.**

**22. RESOLUTION #98-21: MOVED BY J. BISHOP, SECONDED BY E. JOHNSTONE THAT THE CORRESPONDENCE FROM D. MCGUINTY, MPP, RE OPPOSITION TO BILL 160 BE RECEIVED AND FILED.**

**CARRIED UNANIMOUSLY.**

**DISTRIBUTION**

**23. Ministry of Education and Training regarding High School Reform**

**24. Ministry of Education and Training regarding Short Year Funding**

**25. PUBLIC QUESTIONS OF CLARIFICATION**

Michelle Clarke questioned the status of Items # 6, 7 and 9 since they were withdrawn from the Report of the Committee of the Whole.

When the Chair noted that these items had been referred to a Caucus meeting of the Board, a member suggested the Board approve them now and discuss the procedural aspect of these kinds of recommendations at the Caucus.

R. Mulholland stated he could not accept such motion as that portion of the agenda had been completed.

**RESOLUTION #98-22: MOVED BY J. BISHOP, SECONDED BY J. DEWAR THAT THE BOARD RECONSIDER THE REMOVAL OF ITEMS # 5, 6, 8 AND 15 FROM THE COMMITTEE OF THE WHOLE BOARD REPORT.**

**CARRIED.**

**RESOLUTION #98-23: MOVED BY J. BISHOP, SECONDED BY H. BULLOCK THAT ITEMS 5, 6, 8 AND 15, AS FOLLOWS, IN THE COMMITTEE OF THE WHOLE BOARD REPORT BE APPROVED.**

**5. RENTAL REQUEST RE: JERSEYVILLE SCHOOL:  
THAT CORRESPONDENCE FROM STEVEN AND ALISON WILL REGARDING CONTINUED USE OF JERSEYVILLE SCHOOL BE RECEIVED.**

**6. INVOICE RE: 1998 HAMILTON DISTRICT SCIENCE & ENGINEERING FAIR:  
THAT THE INVOICE FOR TRUSTEES FEES FOR THE 1998 HAMILTON DISTRICT SCIENCE AND ENGINEERING FAIR BE REFERRED TO ADMINISTRATION.**

**8. IMPACT OF CHANGE OF PAYMENT SCHEDULE:  
THAT THE SEPARATE SCHOOL BOARD REPRESENTATIVES BE CONTACTED TO ATTEND A MEETING WITH THIS BOARD'S REPRESENTATIVES AND CITY OF HAMILTON OFFICIALS TO DISCUSS THE REVISED PAYMENT SCHEDULE AND THAT A REPORT BE BROUGHT BACK TO COMMITTEE.**

**15. CORRESPONDENCE:  
THAT CORRESPONDENCE FROM THE ANCASTER ALLIANCE CHURCH AND COLIN MACDONALD ALTERNATIVE SCHOOL BE REFERRED TO ADMINISTRATION.**



L. Peddle stated her objection to the process requiring approval of referral motions seeking further information or requiring further deliberations. J. Dewar offered that the Board is acknowledging the Committee's decision to send these items elsewhere and, by approving them as such, is not completing any action on them.

J. Bishop added that the Board is experiencing procedural problems that stem from the different traditions and cultures of the predecessor boards. Traditionally the Report of a Committee to Board provided a record of action taken by the Committee, such as referral motions, and the action of the Board receiving the Report provides a sequential tracking of items placed before the members.

**TO THE MOTION, CARRIED, 8 IN FAVOUR, 2 OPPOSED AND 1 ABSTENTION.**

J. Coleman in the audience asked for clarification on the action taken on the 18 items in the Report of the Committee of the Whole Board. He agreed to the Chairs' suggestion to speak with staff following the meeting to provide such clarification.

K. Waters responded to Mr. Coleman's further question that the Superintendents of Schools are meeting next week to discuss school boundaries and will be reporting to the Board in the near future. He added that no changes in school boundaries will take place for the remainder of this school year.

The Chair confirmed that Wednesday, January 21 is the date set for the Board Caucus at 6:30 p.m.

A. Greenleaf drew the members' attention to additional information provided for the assistance of the trustees this evening - a copy of the Board's Rules of Order, the survey results which will be provided for the Caucus meeting and a letter from the Board solicitor regarding the legalities of minuting the meetings and a legal opinion on in-camera items.

**RESOLUTION #98-24: MOVED BY E. JOHNSTONE THAT THE MEETING ADJOURN.**

**CARRIED.**

The meeting adjourned at 9:20 p.m.



# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## COMMITTEE OF THE WHOLE MEETING

JANUARY 22, 1998

8:00 p.m.

### A G E N D A

8:00 p.m.

1. Call to Order
2. Approval of Minutes of January 8, 1998
3. Business Arising from Minutes
4. Approval of Agenda

### ACTION ITEMS:

- |  |                 |
|--|-----------------|
| 5. Draft Role Descriptions                                   | - A. Greenleaf  |
| 6. Education Sub-Committee Recommendations                   | - M. Matier     |
| 7. JK Registration/Newspaper Notice                          | - K. Bain       |
| 8. Proposals re: Legal Services                              | - A. Greenleaf  |
| 9. System-wide Logo Contest                                  | - J. Allison    |
| 10. March Meeting Schedule                                   | - R. Mulholland |
| 11. Process for Election of Student Trustee                  | - A. Greenleaf  |
| 12. Financial Statements/Auditors' Reports - Previous Boards | - D. Grant      |
| 13. Hamilton Foundation/Family Assistance Program            | - M. Matier     |
| 14. School Trips   | - A. Greenleaf  |
| 15. Draft Trustee Expense Policy                             | - D. Grant      |
| 16. Job Re-Evaluation of Employee Records Co-ord.            | - D. Russon     |
| 17. Environmental Assessment Board re: Rental of Board Room  | - A. Greenleaf  |
| 18. Membership Fees:   |                 |
| (a) Canadian Education Association                           |                 |
| (b) Ontario Education Research Council                       |                 |

### CORRESPONDENCE:

19. Hillcrest Middle School re: Black History Month (Director)
20. SEAC re: Request for Representation on Accommodations Review Committee

### Future Meetings:

Regular Board	January 29, 1998	8:00 p.m.
Committee of the Whole	February 5, 1998	8:00 p.m.





## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Open Session of the Committee of the Whole Meeting of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 8, 1998.

### Those present:

Judith Bishop  
Heather Bullock  
Janice Dewar  
Wes Hicks (left at 11:00 p.m.)  
Eleanor Johnstone (left at 11:00 p.m.)  
Ray Mulholland  
Lillian Orban  
Laura Peddle  
Joe Rogers  
Bruce Wallace  
Reg Woodworth (arrived at 7:30 p.m.)

### In attendance:

Allan A. Greenleaf, Director of Education and Secretary (Wentworth)  
Ken Bain, Interim Assistant Superintendent of Schools  
Betty Bond, Superintendent of Program  
Krys Croxall, Superintendent of Schools  
Pat Gillie, Superintendent of Administrative & Operational Services  
Don Grant, Comptroller of Finance  
Wayne Joudrie, Superintendent of Schools (arrived at 7:35 p.m.)  
Merv Matier, Superintendent of Transitional Services  
Murray Quinn, Superintendent of Schools  
Debbie Russon, Interim Superintendent of Human Resources  
Stew Thompson, Assistant Superintendent of Schools  
Janice Tomlinson, Interim Assistant Superintendent of Program  
Ken Waters, Superintendent of Schools  
Lucy Veerman, Acting Senior Financial Officer

The meeting was called to order at 8:17 p.m. by R. Woodworth, Chair of the Committee, who explained that trustees could speak as many times as they wished to items in Committee deliberations. The Committee Chair would also be addressing items. The Chair and Director reviewed those items being added to the agenda, as well as additional information related to various agenda items which had been distributed.

**IT WAS MOVED BY H. BULLOCK, SECONDED BY B. WALLACE THAT ITEMS C - 3 AND C - 4 BE MOVED TO THE IN CAMERA SESSION.**

**CARRIED, 6 IN FAVOUR, 5 OPPOSED.**

### **2. APPROVAL OF AGENDA:**

**IT WAS MOVED BY R. MULHOLLAND, SECONDED BY H. BULLOCK THAT THE AGENDA BE APPROVED.**

The following items were added:

- 15. (a) Notices of Motion - R. Woodworth
- 15. (b) Grade 3 Math Results
- 15. (c) Trustee Concern - L. Orban
- 15. (d) OPSBA Fee Payment - B. Wallace

With the additions, **THE MOTION CARRIED, 6 IN FAVOUR, 5 OPPOSED.**

**3. TABLED MOTION RE: TRUSTEE EXPENSE/TRAVEL ALLOWANCE POLICY:**

**IT WAS MOVED BY J. DEWAR, SECONDED BY B. WALLACE THAT THE FOLLOWING MOTION BE LIFTED FROM THE TABLE:**

**IT WAS MOVED BY R. WOODWORTH, SECONDED BY H. BULLOCK THAT THE WENTWORTH COUNTY BOARD OF EDUCATION'S TRAVEL ALLOWANCE POLICY BE ADOPTED FOR USE BY THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD.**

**CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**

It was emphasized that the trustees required a policy concerning expenses, etc. Speaking against the motion, one trustee felt that an annual allowance would be more appropriate with specific funds allocated for conference attendance. If this motion was approved, trustees would be required to maintain great numbers of receipts.

Trustees were apprised of the stated views of MET, OPSBA, and EIC representatives about this matter. Although payment for reimbursable expenses was quite acceptable, the institution of an annual allowance would be viewed by the EIC as piercing the \$5,000 cap on the trustee honorarium. In light of the information provided, the Chair clarified that the policies of both previous Boards should be reviewed to arrive at a new policy.

**IT WAS MOVED BY L. ORBAN, SECONDED BY J. DEWAR THAT THE MATTER OF TRUSTEE EXPENSE REIMBURSEMENT ALONG WITH POLICIES OF BOTH PREVIOUS BOARDS BE REFERRED TO ADMINISTRATION.**

One trustee felt that conference attendance should be considered separately, as well as having the list of reimbursable expenses defined.

To the motion, **CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**

Trustees Bullock and Johnstone volunteered to meet with the Comptroller to review the matter.

**4. S.E.A.C. APPOINTMENTS:**

**IT WAS MOVED BY E. JOHNSTONE, SECONDED BY J. BISHOP THAT THE FOLLOWING INDIVIDUALS BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE: BEVERLY SHEPARD (ARLENE KAPPHEIM - ALTERNATE) ASSOCIATION FOR BRIGHT CHILDREN**

**VICKY WYLSON-SHER (TERESA SIMMS-OBIDI - ALTERNATE) AUTISM SOCIETY ONTARIO, HAMILTON-WENTWORTH CHAPTER**

**ROBERT PETERS - CANADIAN NATIONAL INSTITUTE FOR THE BLIND**

**CARMELA VIDIC - CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS**

**BEVERLY PUPILS (LISA INNES - ALTERNATE) - DOWN SYNDROME ASSOCIATION OF HAMILTON**

**BRYAN SHIELDS - HAMILTON ASSOCIATION FOR COMMUNITY LIVING**

**LINDA BURNS - HAMILTON COUNCIL OF HOME AND SCHOOL ASSOCIATIONS**

**NALDA DALZIEL - HAMILTON DISTRICT SOCIETY FOR DISABLED CHILDREN**

**VICTORIA E. KERR JASKIEWICZ - HAMILTON AND DISTRICT EASTER SEALS PARENT DELEGATE GROUP**

**SUE BRAMBERGER (CATHARINE FLATT - ALTERNATE) HAMILTON-WENTWORTH COMMUNITY CARE ACCESS CENTRE**

**DAVE BUCSIS (TOM PARKER - ALTERNATE) LEARNING DISABILITIES ASSOCIATION OF HAMILTON-WENTWORTH**

**THOMAS MUST (DONNA LAZAR - ALTERNATE) ONTARIO ASSOCIATION FOR FAMILIES**

OF CHILDREN WITH COMMUNICATION DISORDERS  
DR. LINDA ARCHER - ONTARIO PSYCHOLOGICAL ASSOCIATION  
CHARLOTTE VLAHOVIC - THE CHILDREN'S AID SOCIETY OF HAMILTON-WENTWORTH  
HAL BUSHEY - CHOICES

CARRIED UNANIMOUSLY.

**5. STANDING/SPECIAL COMMITTEE STRUCTURE:**

The Chair distributed recommendations for a Standing Committee structure, explaining that consideration and discussion of the matter would occur at a future meeting. One trustee thought that the Board was to operate as a Committee of the Whole for the entire stub year period because there was much to learn and trustees needed to get to know each other. The Chair reiterated that the outline was simply a suggestion for consideration at a future meeting.

It was pointed out that the Salary Committee would have an onerous task this year to blend all collective agreements. Since there were only eleven Board members, the number of committees must be kept to a minimum. One trustee felt that the Chair, Vice-Chair, and Director ought to meet and recommend to trustees appropriate procedures for the Board to follow with respect to the application of the Rules of Order for the conduct of meetings.

- (A) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT BRUCE WALLACE BE APPOINTED TO THE WENTWORTH COUNTY HOME AND SCHOOL ASSOCIATION.

CARRIED UNANIMOUSLY.

- (B) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. BISHOP THAT LAURA PEDDLE BE APPOINTED TO THE HAMILTON HOME AND SCHOOL ASSOCIATION.

CARRIED UNANIMOUSLY.

- (C) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY E. JOHNSTONE THAT JUDITH BISHOP BE APPOINTED TO THE STAFF DEVELOPMENT COMMITTEE.

CARRIED UNANIMOUSLY.

- (D) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. DEWAR THAT DARYL SAGE BE APPOINTED TO THE PARKS AND RECREATION COMMITTEE OF HAMILTON CITY COUNCIL.

CARRIED UNANIMOUSLY.

- (E) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT DARYL SAGE BE APPOINTED TO THE PLANNING AND DEVELOPMENT COMMITTEE OF HAMILTON CITY COUNCIL.

CARRIED UNANIMOUSLY.

- (F) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. ORBAN THAT DARYL SAGE BE APPOINTED TO THE TRANSPORT AND ENVIRONMENT COMMITTEE OF HAMILTON CITY COUNCIL.

CARRIED UNANIMOUSLY.

- (G) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY B. WALLACE THAT WILLIAM URIE BE APPOINTED TO THE HAMILTON SAFETY COUNCIL.

CARRIED UNANIMOUSLY.

- (H) IT WAS MOVED BY B. WALLACE, SECONDED BY H. BULLOCK THAT JUDITH BISHOP, RAY MULHOLLAND, LYNN HOWARTH-MCCUE, AND GRACE ROBERTS



BE APPOINTED TO THE UMBRELLA BOARD OF FAMILY AND CHILD CARE CENTRES.

CARRIED UNANIMOUSLY.

- (I) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT JUDITH BISHOP BE APPOINTED TO THE HAMILTON TEACHERS' FEDERATION RELATIONS.

CARRIED UNANIMOUSLY.

- (J) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY E. JOHNSTONE THAT LILLIAN ORBAN BE APPOINTED TO THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION RELATIONS.

CARRIED UNANIMOUSLY.

- (K) IT WAS MOVED BY B. WALLACE, SECONDED BY L. ORBAN THAT RAY MULHOLLAND BE APPOINTED TO THE CANADIAN UNION OF PUBLIC EMPLOYEES RELATIONS.

CARRIED UNANIMOUSLY.

- (L) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY W. HICKS THAT JUDITH BISHOP AND JANICE DEWAR BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - VALIDATION COMMITTEE.

CARRIED UNANIMOUSLY.

- (M) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. PEDDLE THAT JUDITH BISHOP AND ELEANOR JOHNSTONE BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - PROMOTION PROCESS REVIEW COMMITTEE.

CARRIED, 10 IN FAVOUR, 1 ABSTENTION.

- (N) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY W. HICKS THAT JUDITH BISHOP BE APPOINTED TO THE PERFORMANCE APPRAISAL SYSTEM, SYSTEM STEERING COMMITTEE.

CARRIED UNANIMOUSLY.

- (O) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY B. WALLACE THAT ELEANOR JOHNSTONE AND LILLIAN ORBAN BE APPOINTED TO THE SELECTION OF LEARNING MATERIALS (CENTRAL REVIEW COMMITTEE).

CARRIED UNANIMOUSLY.

- (P) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT ELEANOR JOHNSTONE AND WES HICKS BE APPOINTED TO THE CALENDAR COMMITTEE.

CARRIED UNANIMOUSLY.

- (Q) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. BISHOP THAT LILLIAN ORBAN BE APPOINTED TO THE CO-OPERATIVE EDUCATION ADVISORY COMMITTEE.

CARRIED UNANIMOUSLY.

- (R) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY J. ROGERS THAT HEATHER BULLOCK BE APPOINTED TO THE EMPLOYEE ASSISTANCE PROGRAM COMMITTEE.

CARRIED UNANIMOUSLY.



- (S) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. PEDDLE THAT ELEANOR JOHNSTONE, JUDITH BISHOP, LILLIAN ORBAN, AND REG WOODWORTH BE APPOINTED TO THE JOINT ADVISORY COMMITTEE.  
CARRIED UNANIMOUSLY.
- (T) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. PEDDLE THAT JUDITH BISHOP BE THE OPSBA DELEGATE; HEATHER BULLOCK BE THE ALTERNATE; RAY MULHOLLAND BE A DIRECTOR TO OPSBA; AND BRUCE WALLACE BE THE ALTERNATE.  
CARRIED UNANIMOUSLY.
- (U) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY W. HICKS THAT JOE ROGERS BE APPOINTED TO THE SCHOOL TRANSPORTATION SAFETY COMMITTEE.  
CARRIED UNANIMOUSLY.
- (V) IT WAS MOVED BY L. ORBAN, SECONDED BY J. DEWAR THAT WES HICKS, BRUCE WALLACE, LILLIAN ORBAN, ELEANOR JOHNSTONE, AND RAY MULHOLLAND BE APPOINTED TO THE SALARY COMMITTEE.

Discussion ensued about whether or not Salary Committee members should be appointed at this time because the Salary Committee was actually a Standing Committee. It was clarified that this appointment must occur now because of the work which must be commenced not later than January 16th. Also, immediate formation of this committee had been a recommendation from LEIC. It was added that the Salary Committee now came under the umbrella of the Labour Relations Act.

To the motion, CARRIED UNANIMOUSLY.

- (W) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY L. ORBAN THAT JUDITH BISHOP, JANICE DEWAR, AND LAURA PEDDLE BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE.  
CARRIED UNANIMOUSLY.
- (X) IT WAS MOVED BY R. MULHOLLAND, SECONDED BY W. HICKS THAT JOE ROGERS, JUDITH BISHOP, LILLIAN ORBAN, AND HEATHER BULLOCK BE APPOINTED TO THE SUPERVISED ALTERNATIVE LEARNING EDUCATION PROGRAM.

The number of trustee representatives on SALEP was questioned.

To the motion, CARRIED UNANIMOUSLY.

#### 6. APPLICATION FOR APPROVAL OF AGREEMENT:

It was explained that the motion regarding the Honeywell Energy Reduction Program at Ancaster High School had been approved by the previous Wentworth Board, subject to LEIC and EIC approval. However, the LEIC has been disbanded and EIC personnel had indicated that it no longer dealt with contractual issues.

IT WAS MOVED BY B. WALLACE, SECONDED BY H. BULLOCK THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD PROCEED WITH THE ENERGY MANAGEMENT PROPOSAL FOR ANCASTER HIGH SCHOOL AS PRESENTED BY HONEYWELL, SUBJECT TO LEGAL REVIEW AND SUBJECT TO WRITTEN VERIFICATION FROM THE EDUCATION IMPROVEMENT COMMISSION.

One trustee pointed out that the previous Hamilton Board also had an energy savings program. In response to questions, it was explained that one budget would be presented to the Board as soon as appropriate information had been received from the Ministry, which would eliminate the need to operate two energy programs. However, it was clarified that parallel operations would still occur for the short-term. It was explained that it would not be necessary to budget the total amount of \$325,000 in one year. In response to questions, it was indicated that performance contracts did exist with other previous Wentworth schools.

Speaking against the motion, one trustee expressed his serious concerns about the company which had prepared the proposal. Noting that Honeywell representatives had presented a package proposal which had not been tendered, another trustee expressed disagreement with the process which had been followed.

To the motion, **CARRIED, 6 IN FAVOUR, 4 OPPOSED, 1 ABSTENTION.**

**7. RENTAL REQUEST RE: JERSEYVILLE SCHOOL:**

In response to questions, it was stated that the school had not yet been declared surplus to system needs. This was the second year of a two-year lease with the tenants.

**IT WAS MOVED BY J. BISHOP, SECONDED BY W. HICKS THAT CORRESPONDENCE FROM STEVEN AND ALISON WILL REGARDING CONTINUED USE OF JERSEYVILLE SCHOOL BE RECEIVED.**

It was indicated that the Board would have to review all school properties as they related to student accommodation. It was suggested that a special meeting be convened for this purpose.

To the motion, **CARRIED UNANIMOUSLY.**

**8. INVOICE RE: 1998 HAMILTON DISTRICT SCIENCE & ENGINEERING FAIR:**

The Director stated that the previous Hamilton Board had also received an invoice for \$3,000; however, the combined Board would receive an invoice for \$3,000.

**IT WAS MOVED BY J. BISHOP, SECONDED BY J. DEWAR THAT THE INVOICE FOR TRUSTEES FEES FOR THE 1998 HAMILTON DISTRICT SCIENCE AND ENGINEERING FAIR BE REFERRED TO ADMINISTRATION.**

**CARRIED UNANIMOUSLY.**

**9. RECOMMENDED PROCESS FOR DETERMINING STAFF PLACEMENTS:**

It was explained that the process for staff placements/filling positions in the new Board being presented to trustees had been recommended by Executive Council. The process had been based on the guiding principles which had been approved by LEIC. The document was reviewed in detail for trustees. It was added that, attached to the document, was the process utilized by the previous Hamilton Board for lay-off and recall of non-unionized employees. Also attached was a legal opinion outlining the constructive dismissal issues which would have to be considered in staff placement processes.

**IT WAS MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT THE PROCESS FOR PLACEMENT OF STAFF, AS RECOMMENDED BY EXECUTIVE COUNCIL, BE APPROVED.**

One trustee felt that the document was very comprehensive and expressed appreciation to those administrators for the work and time committed. It was explained that the difference in process for S.O.'s and managerial staff was because trustees had not normally been included in the interview teams for managerial positions. It was clarified that every position in the organization would have to be filled.

One trustee requested clarification about the "new position" definition. It was explained that a new position would be posted within the Board and, if no applications were forthcoming, the notice would



then be circulated provincially. In response to questions, the Director stated that previous Wentworth practice had no leadership pools. Current collective agreements applied until September 1st, after which time principals and vice-principals would no longer belong to an affiliate. The Board would have to determine whether or not appointment pools should be in place because the collective bargaining entitlements would no longer apply. The Director clarified that final approval of employee appointments was always the prerogative of the Board.

To the motion, **CARRIED, 9 IN FAVOUR, 2 ABSTENTIONS.**

**10. IMPACT OF CHANGE OF PAYMENT SCHEDULE:**

Trustees were apprised of the City of Hamilton's notification regarding the change in payment times and the impact of such change on both the Board's cash flow and expenditures. Funds would now be received from the City on a quarterly basis rather than every month. It was indicated that no correspondence was in place confirming the previous schedule. The legal opinion from Evans, Philp was reviewed.

**IT WAS MOVED BY J. BISHOP, SECONDED BY J. DEWAR THAT THE SEPARATE SCHOOL BOARD REPRESENTATIVES BE CONTACTED TO ATTEND A MEETING WITH THIS BOARD'S REPRESENTATIVES AND CITY OF HAMILTON OFFICIALS TO DISCUSS THE REVISED PAYMENT SCHEDULE AND THAT A REPORT BE BROUGHT BACK TO COMMITTEE.**

In response to questions, it was indicated that no consultation had occurred between the City and this Board before notification had been received of the change.

To the motion, **CARRIED UNANIMOUSLY.**

**11. SENIOR ADMINISTRATIVE MODEL:**

The Director stated that approval of the senior administrative model would allow the next phase of the placement process to commence.

**IT WAS MOVED BY J. DEWAR, SECONDED BY J. BISHOP THAT THE 13-POSITION SENIOR ADMINISTRATIVE STRUCTURE MODEL BE APPROVED AS PRESENTED, AND THAT THE DIRECTOR OF EDUCATION PROCEED WITH THE APPROPRIATE SUPERVISORY OFFICER PLACEMENT PROCESSES AS REQUIRED FOR REPORT TO THE COMMITTEE OF THE WHOLE MEETING OF JANUARY 22, 1998.**

In response to questions, the Director confirmed that the number of positions designated for the Superintendent of Education complement would now increase. However, this was not an increase to the number of S.O.'s, but was simply re-aligning the overall complement to increase attention to school supervision functions. It was clarified that the Ministry need not approve the senior administrative structure. In response to questions, the Director stated that the Board would have to determine whether or not it wished to offer contracts to all its supervisory officers or to continue the arrangements which had some on specific contracts and others on minuted appointments.

To the motion, **CARRIED UNANIMOUSLY.**

**12. SCHOOL TRIPS REQUESTS:**

**IT WAS MOVED BY J. BISHOP, SECONDED BY L. PEDDLE THAT THE FOLLOWING TRIP REQUESTS BE APPROVED:**

- (A) GRADES 6-8 - ADELAIDE HOODLESS SCHOOL - CAMP WANAKITA FROM FEBRUARY 8-11, 1998 INCLUSIVE.
- (B) GRADE 8 HAMPTON HEIGHTS - CAMP MINI-YO-WE, MUSKOKA FROM JUNE 10-12, 1998 INCLUSIVE.

- (C) GRADES 9-OAC + ADULTS - BARTON SECONDARY - STRATFORD ON MAY 19, 1998.
- (D) GRADES 9-OAC - GLENDALE - ELLICOTTVILLE, NY, USA FROM FEBRUARY 2-3, 1998 INCLUSIVE.

CARRIED UNANIMOUSLY.

**13. APPROVAL OF LEIC RECOMMENDATIONS:**

It was stated that the report had been presented to trustees for approval to allow the establishment of work groups/committees to implement those LEIC recommendations which required immediate attention. It was requested that establishment of committees be authorized now in view of the traditional timelines required for various matters. It was explained that trustees who had served on LEIC sub-committees would be approached to participate in the process as they had the expertise about most of the items. However, other trustees would also be approached for committee participation. It was added that several recommendations could be incorporated into one committee's deliberations.

**IT WAS MOVED BY L. PEDDLE, SECONDED BY B. WALLACE THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE ESTABLISHMENT OF WORK GROUPS/COMMITTEES TO REVIEW THE RECOMMENDATIONS CONTAINED IN THE LEIC FINAL REPORT AND DEVELOP PROPOSALS FOR TRUSTEE CONSIDERATION.**

CARRIED UNANIMOUSLY.

**14. NOTICE TO NEGOTIATE:**

It was explained that the Notice to Negotiate with the teacher bargaining units required the determination of an initial meeting date. Collective bargaining with the various federations was now conducted under the Labour Relations Act.

**15. TRUSTEE REPRESENTATIVE - SELECTION COMMITTEE:**

Trustees Wallace and Bullock volunteered to comprise a Selection Committee for co-ordinator interviews.

**15. (A) NOTICES OF MOTION - R. WOODWORTH:**

It was explained that the Notices of Motion had been distributed tonight for trustee information and that the Notice would be presented at the January 15th Board meeting.

**15. (B) GRADE 3 MATH RESULTS:**

The Director explained that the issue had resulted from a formal media request for the Grade 3 test results of the previous Hamilton Board, which had a policy that trustees must first review results before they could be released to the public. However, the Separate School Board and former Wentworth Board results had already been released publicly. Various documents had been provided for background information.

It was explained that, because of the teachers' protest, administration had not been able to present the school-by-school results to the Board until December, which did not occur. However, that report would be ready for the January 29th Board meeting. It was indicated that FOIP restrictions had also posed another issue. One trustee felt that the only recourse was to release the results as soon as possible and then initiate a review of the previous Hamilton Board's policy with respect to disclosure.

**IT WAS MOVED BY L. ORBAN, SECONDED BY E. JOHNSTONE THAT SCHOOL-BY-SCHOOL GRADE 3 MATH RESULTS BE RELEASED IMMEDIATELY TO THE PUBLIC AND THAT THE SCHOOL-BY-SCHOOL RESULTS, AS IN THE PREVIOUS HAMILTON BOARD FORMAT, BE PROVIDED TO THE BOARD ON JANUARY 29TH.**

In response to questions, it was clarified that the results could be released at this time and a report provided to the Board on January 29th. It was explained that because of the teachers' protest the scores had not been released to the principals until November, who had then been directed to work with the



School Councils in sharing the results with the community. This meant that the information had actually been available in November to both the public and the school community. If this was the case, one trustee questioned why the press had been required to follow the FOIP process to obtain the results. It was stated that Board policy prevented direct release to the media.

To the motion, **CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**

**EXTENSION OF MEETING:**

**IT WAS MOVED BY B. WALLACE, SECONDED BY H. BULLOCK THAT THE MEETING EXTEND UNTIL 11:15 P.M. OR UNTIL THE OPEN AND IN CAMERA AGENDA HAD BEEN COMPLETED, WHICHEVER COMES FIRST.**

**CARRIED, 8 IN FAVOUR, 3 ABSTENTIONS.**

**15. (C) TRUSTEE CONCERN - L. ORBAN:**

L. Orban stated that the question of user fees for French Immersion had been raised at a meeting this morning.

**IT WAS MOVED BY L. ORBAN, SECONDED BY B. WALLACE THAT FEES FOR WENTWORTH COUNTY RESIDENT STUDENTS ATTENDING FRENCH IMMERSION CLASSES WITHIN THE CITY OF HAMILTON BE DISCONTINUED.**

The Director clarified that there was no requirement for fee payment now. However, new students would not be accepted until September. It was pointed out that parents' cheques had not been cashed. Principals were uncertain about what action to take regarding the matter. It was added that MET comment was that Wentworth County students were now considered to be resident pupils and that fee payment no longer applied within the jurisdiction.

(L. Peddle left at 10:45 p.m.)

The Director stated that, in spite of LEIC recommendation to postpone out-of-catchment involvement until September, the Board could take whatever action it chose on the matter.

To the motion, **CARRIED UNANIMOUSLY.**

**15. (D) OPSBA FEE PAYMENT:**

Trustees were informed that the OPSBA fee payment invoice for the previous Hamilton Board for the stub year totalled \$42,730. It was explained that the OPSBA had eliminated many items from its budgets over the last several years.

**IT WAS MOVED BY B. WALLACE, SECONDED BY H. BULLOCK THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD REMIT TO OPSBA \$42,730 WHICH REPRESENTED THE MEMBERSHIP FEE OF THE PREVIOUS-HAMILTON BOARD FOR THE STUB YEAR.**

It was indicated that the previous Hamilton Board contributed to neither the legal fund nor the constitutional challenge. However, it was explained that the defense fund had been a specific line item in the OPSBA budget. It was requested that correspondence be forwarded to OPSBA requesting clarification about the inclusion of legal fees in membership fee invoices. Background information related to the previous Hamilton Board OPSBA fees had been outlined for trustees. It was emphasized that the Board must determine whether or not it wished to join OPSBA.

To the motion, **CARRIED, 9 IN FAVOUR, 1 ABSTENTION.**

**CORRESPONDENCE:**

16. Ancaster Alliance Church re: Rental Request
17. Colin Macdonald Alternative School re: Rental Request

**IT WAS MOVED BY J. BISHOP, SECONDED BY H. BULLOCK THAT CORRESPONDENCE FROM THE ANCASTER ALLIANCE CHURCH AND COLIN MACDONALD ALTERNATIVE SCHOOL BE REFERRED TO ADMINISTRATION.**

**CARRIED UNANIMOUSLY.**

**DISTRIBUTION:**

18. Draft Senior Administrative Role Descriptions
19. OFSAA Report re: Impact of Changes/Structure/Functions of School Boards

**IT WAS MOVED BY W. HICKS, SECONDED BY J. BISHOP THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD SUPPORT OFSAA AND THAT THE MINISTRY BE REQUESTED TO CONTINUE PAST PRACTICE AND ALLOCATE SUFFICIENT FUNDS, BOTH IN DIRECT FUNDS AND GRANT MONIES ALLOCATED TO SCHOOL BOARDS, FOR OFSAA TO CONTINUE TO OFFER SCHOOL ATHLETICS.**

It was clarified that the previous Hamilton Board was a member of OFSAA and paid fees of \$6,392.

To the motion, **CARRIED UNANIMOUSLY.**

**BOARD REFERRALS:**

20. Dunbar Associates re: Conflict of Interest Seminar
21. MET re: Bill 160 Information Sessions

The Director stated that no further contact had been received from the Ministry. H. Bullock volunteered to attend the Information Sessions.

22. OPSTF Provincial (2) re: Federation Dues/Programs
23. OFSAA re: Value of School Sports
24. City of Hamilton re: Levy Payments to Boards of Education

**IN CAMERA SESSION:**

**IT WAS MOVED BY H. BULLOCK, SECONDED BY B. WALLACE THAT THE COMMITTEE MOVE INTO IN CAMERA SESSION.**

W. Hicks stated that, from his perspective, the items to be dealt with in In Camera contravened the Education Act and, therefore, he would be abstaining from voting. He emphasized that the personnel items involved were not In Camera items. The Director stated that he would obtain legal advice on the matter and report back to the Board.

To the motion, **CARRIED, 7 IN FAVOUR, 3 OPPOSED.**

The meeting adjourned at 11:15 p.m. during the In Camera session.

*A C T I O N   I T E M S*





# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

#5

## MEMORANDUM

TO: Trustees

FROM: The Director of Education

RE: 'Draft' Job Descriptions

### Recommended Action:

It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the draft job descriptions for the suuperintendents be approved as presented.

### Rationale:

The attached job descriptions have been reviewed with the superintendents individually and collectively, and constitute the recommended package for the senior administrative structure previously approved by the Board. Additional assignments of functional responsibilities will occur in accordance with the requirement of the Director of Education to prescribe duties and responsibilities of the Board's employees.

Thank you.

Jan. 20/98

/mlr

Encl.



## DIRECTOR OF EDUCATION

The Director of Education shall be the chief executive officer and the Secretary of the Board. In this capacity, the Director shall be responsible for initiation, development and administration of Board policies. It shall be the responsibility of the Director to keep the Board informed of educational developments affecting the schools under the Board's jurisdiction; to provide advice, suggestions, and recommendations to promote a total program which will serve efficiently the educational needs of the schools; and to report periodically to the Board on the effectiveness of such policies and programs. In carrying out the duties of office, the Director shall visit the schools and attend significant school functions and develop such contacts as will foster and enhance the relationship between the Board and the communities within the jurisdiction of the Board. The Director will carry out such duties, subject to the control and approval of the Board, in accordance with the Education Act and Regulations enacted thereunder. Specifically, the Director shall:

1. attend all meetings of the Board and attend, or delegate attendance at, Board Committee meetings;
2. report to the Board regularly on system operation matters, including the performance of principals and teachers;
3. report to the Board at least annually, or more often, if required, on the performance of supervisory officers;
4. ensure effective co-ordination of the activities of all departments;
5. prescribe duties and responsibilities of the Board's employees;
6. recommend appointment, promotion, demotion, transfer and dismissal of staff to the Board;
7. analyze and respond to system personnel development needs;
8. prepare, or cause to be prepared, a complete review for the Board of the appropriate collective agreement well in advance of the commencement of negotiations with any employee group;
9. direct the preparation of the budget of the Board;
10. co-ordinate the administrative supervision services provided for all schools within the jurisdiction of the Board;
11. establish liaison with education-related agencies and organizations as required;
12. chair Executive Council meetings;
13. present the recommendations of the administration to the Board;
14. perform the functions of the Secretary of the Board in accordance with the Acts and the Regulations of the Ministry of Education and as directed by the Board;
15. perform such other duties as may be assigned legitimately by the Board.

## SUPERINTENDENTS OF EDUCATION

In addition to specific functional responsibilities on a system-wide basis, the Superintendents of Education are appointed by the Board to supervise the daily operations of assigned schools. The Superintendents of Education shall report to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendents of Education shall perform such duties as may be assigned by the Board or the Director and, in particular, shall be accountable for:

1. performing the functions of a supervisory officer as prescribed by the Acts and Regulations of the Province of Ontario and directed by the Board;
2. promoting and assessing the implementation of the Board's Strategic Plan within his/her assigned schools;
3. providing assistance to school councils as required;
4. receiving, acknowledging, and responding to parental and community concerns;
5. providing recommendations about such staffing matters as transfer, exchange, promotion, demotion, hiring, dismissal, and assignment for all on-site, school-based personnel;
6. monitor the carriage of the grievance process;
7. school budget control, as required;
8. monitoring school timetables and length of school day;
9. convening regular principals' meetings;
10. regular appraisal of teacher and principal performance for all staff in schools under their jurisdiction;
11. supervision of teacher evaluation reports;
12. assisting in the development of enrolment projections, school boundary re-alignment, potential school closures, school sites, capital improvement and accommodation requirements;
13. supervising the implementation of Ministry and system initiatives in schools under their jurisdiction;
14. provide input to the development of the annual budget with respect to areas of responsibility, and ensure that actual expenditures are within budget allocations;
15. attendance at such meetings and preparation of such reports as may be required by the Director of Education;
16. attendance at all regular meetings of the Board;
17. recommendations to the Director of Education concerning proposed policy changes and innovations.



## SUPERINTENDENT OF TRANSITIONAL SERVICES

The Superintendent of Transitional Services shall report to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendent of Transitional Services shall perform such duties as may be assigned by the Board or the Director and, in particular, shall:

1. performing the functions of a supervisory officer as prescribed by the Acts and Regulations of the Province of Ontario and directed by the Board;
2. co-ordinate the development of a Strategic Plan;
3. facilitate a high level of participation from all persons in the organization;
4. co-ordinate the creation and supervision of the Transition Support Department;
5. develop a continuous feedback and information system:
  - periodic team meetings
  - organization relations meetings
  - inter-department meetings
  - performance reviews
6. develop a comprehensive communications program to inform all staff of change processes contemplated and update staff on progress;
7. co-ordinate ongoing leadership, development, and training programs to assist staff in their roles and activities;
8. provide effective monitoring of progress during the transition process;
9. establish the office of transitional services as a centre of information;
10. co-ordinate the implementation of the L.E.I.C. recommendations;
11. recommendations to the Director of Education concerning such staffing matters as transfer, exchange, promotion, demotion, hiring, and dismissal of Transitional Services staff;
12. provide input to the development of the annual budget with respect to areas of responsibility, and ensure that actual expenditures are within budget allocations;
13. attend at such meetings and preparation of such reports as may be required by the Director of Education;
14. attend at all regular meetings of the Board;
15. make recommendations to the Director of Education concerning proposed policy changes and innovations.

## SUPERINTENDENT OF INSTRUCTIONAL SERVICES

The Superintendent of Instructional Services is appointed by the Board to supervise the functions of the Instructional Services Department. The Superintendent of Instructional Services shall be responsible to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendent of Instructional Services shall perform such duties as may be assigned by the Board or the Director and, in particular, shall be responsible for:

1. performing the functions of a supervisory officer as prescribed by the Acts and Regulations of the Province of Ontario and directed by the Board;
2. promoting and assessing the implementation of the Board's Strategic Plan initiatives;
3. review, development, and evaluation of Ministry and system curriculum initiatives;
4. development of system-wide standards of evaluation and consistent pupil assessment practices;
5. interpretation of Ministry policies and guidelines in curriculum;
6. supervision and co-ordination of support staff employed in the Instructional Services Department;
7. recommendations to the Director about such staffing matters as transfer, exchange, promotion, demotion, hiring, and dismissal of Instructional Services support staff;
8. provision of in-service workshops pertaining to practical applications of new curriculum thrusts;
9. monitoring of home schooling situations with respect to program appropriateness and student achievement;
10. recommendations to the Director of Education concerning proposed policy changes and innovations;
11. assistance to Board committees as required;
12. provide input to the development of the annual budget with respect to areas of responsibility, and ensure that actual expenditures are within budget allocations;
13. attendance at such meetings and preparation of such reports as may be required by the Director of Education;
14. attendance at all regular meetings of the Board.

## SUPERINTENDENT OF OPERATIONS

The Superintendent of Operations is appointed by the Board to supervise the functions of Planning, Transportation, Occupational Health & Safety, Custodial, Maintenance and Property Management. The Superintendent of Operations is responsible to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendent of Operations shall perform such duties as may be assigned by the Board or the Director and, in particular, shall be responsible for:

1. performing the functions of a supervisory officer as prescribed by the Acts and Regulations of the Province of Ontario and directed by the Board;
2. promoting and assessing the implementation of the Board's Strategic Plan within his/her assigned schools;
3. supervision of the use and maintenance of the buildings and property of the Board;
4. development and implementation of an Integrated Operations Service Model consistent with the Board's Strategic Plan;
5. recommendations to the Director with respect to enrolment projections, school boundary realignment, potential school closures, and the identification of school sites, capital improvement, and accommodation requirements;
6. supervision and co-ordination of support staff employed in the Operations Department;
7. recommendations to the Director about such staffing matters as transfer, exchange, promotion, demotion, hiring, dismissal, and assignment of Operations Services staff;
8. assistance to Board Committees as required;
9. liaison with external service providers;
10. administrative liaison with Joint Occupational Health & Safety Committee;
11. administrative liaison with School Transportation Safety Committee;
12. response to parents about transportation;
13. administration, review, and monitoring of appropriate Operations Services staff collective agreements;
14. provide input to the development of the annual budget with respect to areas of responsibility, and ensure that actual expenditures are within budget allocations;
15. attendance at such meetings and preparation of such reports as may be required by the Director of Education;
16. attendance at all regular meetings of the Board.

## SUPERINTENDENT OF BUSINESS AND TREASURER

The Superintendent of Business and Treasurer is appointed by the Board to be the Senior Business Official and the Treasurer of the Board. In this capacity, the Superintendent of Business shall supervise the business departments of the system: budget development, finance, purchasing, human resources and computer services. The Superintendent of Business is responsible to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendent of Business shall perform such duties as may be assigned by the Board or the Director and, in particular, shall be responsible for:

1. performing the functions of Treasurer as prescribed by the Acts and Regulations of the Province of Ontario and as directed by the Board;
2. advising the Director of Education on legislative matters affecting the business affairs of the Board;
3. promoting and assessing the implementation of the Board's Strategic Plan in the Business Departments;
4. submitting all Ministry reports related to funding, enrolment, staffing, records, financial statements, statistics and other reports which may be required by the Ministry of Education and Training and other government agencies;
5. review the annual budget and financial statements, as prepared by staff;
6. establishing and maintaining appropriate financial control procedures to ensure accurate tracking of expenditures for all facets of the Board's operation;
7. monitoring the approval process for requisitions and/or purchase orders from all schools, subject to advice from the appropriate superintendent as required;
8. advising on the financial implications of all contractual agreements, salary negotiations, major program changes and new initiatives;
9. co-ordinating administration of salary and benefits;
10. acting as the official custodian of all legal documents relating to property and contracts;
11. negotiating the acquisition and disposal of all Board property subject to the final approval of the Board and, where necessary, the Ministry of Education and Training;
12. supervision and co-ordination of support staff employed in the Business Departments; and recommendations about such staffing matters as the hiring, dismissal, demotion, transfer, suspension and promotion of Business Departments staff;
13. administrative liaison for non-union compensation purposes;
14. approval and control of monthly expense claims from trustees, supervisory officers, principals, and staff;
15. establishing and maintaining appropriate human resources services to ensure compliance with provincial legislation and policies of the Board;
16. attendance at all regular meetings of the Board;
17. attendance at such meetings and preparation of such reports as may be required by the Director of Education.



1998 01 19

To: Al Greenleaf  
Director of Education and Secretary

From: Merv Matier  
Superintendent of Transitional Services

Re: Additional Recommendations from LEIC Education Sub-Committee

### Recommendation

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
That the additional recommendations of the LEIC Education Sub-Committee, as presented, be appended to the LEIC Final Report for consideration by the work groups/committees in developing proposals for trustee consideration.

### Background

Due to varying circumstances, the LEIC Education Sub-Committee was not able to complete its review of all the educational components as it had planned prior to the dissolution of the LEIC. As a result, some of the recommendations of the Work Groups were not presented to the LEIC and included in the Final Report of the LEIC which was submitted to the EIC and subsequently to the new school board for consideration.

### Issue

To apprise trustees of the additional work of the LEIC Education Sub-Committee and to provide some authority for the recommendations to be considered by the work groups and committees as approved at the January 15, 1998 Board meeting.

### Attachment

Appendix I

\_\_\_\_\_  
Al Greenleaf

1998 01.20



# WORK GROUP REPORTING FORMAT

Program/Services ELEMENTARY & SECONDARY SCHOOL INTER-SCHOLASTICS - Revised NOVEMBER 25/97

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<p>Non-Mandated Program</p> <ul style="list-style-type: none"> <li>• Maintenance of a strong elementary &amp; secondary school inter-scholastic program</li> </ul>	<p>by Jan. '98</p>	<ul style="list-style-type: none"> <li>• Maintain a strong elementary &amp; secondary school inter-scholastic program.</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary &amp; Secondary inter-scholastics offer an enrichment opportunity beyond the classroom and wide based intra-mural program.</li> <li>• Any inter-scholastic athletic program is to provide an enrichment opportunity for students to develop all of the skills necessary for participation in competitive inter-scholastic sport.</li> <li>• In addition to developing physical skills inter-scholastic involvement also provides an opportunity to develop social skills including leadership, co-operation, team work, communication skills, sportsmanship, commitment and self-discipline (anger management)</li> <li>• There is strong competition from other Boards for students from elementary &amp; secondary schools who display athletic potential</li> <li>• Maintaining a viable and well organized elementary &amp; secondary school inter-scholastics program is vital to maximize student enrolment</li> </ul>
	<ul style="list-style-type: none"> <li>• Jan. - June '98</li> </ul> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Maintain 97-98 program, policies and practices, including funding in current Boards.</li> <li>• Maintain an Athletics Convenor with appropriate administrative support in District 21.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools supported by Central organization would facilitate a well administered inter-scholastic program.</li> </ul>

# WORK GROUP REPORTING FORMAT

Program/Services

ELEMENTARY & SECONDARY SCHOOL INTER-SCHOLASTICS - REVISED

NOV. 25/97

- PAGE 2

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<ul style="list-style-type: none"> <li>Discrepancies in:                             <ul style="list-style-type: none"> <li>Athletic Constitutions</li> <li>Funding Models</li> <li>Transportation</li> <li>Risk Management</li> </ul> </li> <li>School based inter-scholastic programs (tournaments, special events, WPHEA) that presently exist in both Boards outside of central organization.</li> </ul>	By March '98	<ul style="list-style-type: none"> <li>That a joint Hamilton-Wentworth committee be established to develop recommendations around these issues, and any necessary others.</li> <li>Maintain existing elementary or secondary school-based inter-scholastic programs based on school needs and participation within the parameters of Risk Management Guidelines and Code of Ethics.</li> </ul>	<ul style="list-style-type: none"> <li>Central organization ensures consistency of pre-season preparation for coaches and in-season updates together with organization of play-offs and championships</li> <li>Central organization ensures consistency of officials, equity of facility useage and application of Risk Management considerations</li> <li>Central organization does not preclude informal school based inter-school competition</li> <li>Central organization ensures equity of program availability across gender and schools.</li> <li>Where school-based inter-scholastic programs exist it should be noted that involvement must be based on the principles of motor development and maximum participation.</li> </ul>



# WORK GROUP REPORTING FORMAT

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<ul style="list-style-type: none"> <li>• Water Orientation Program (Grade 3 and all grades of Special Education in Hamilton)</li> </ul>	By June 1998	<ul style="list-style-type: none"> <li>• That this program continue to exist, be administered by the Athletics Convenor, and that the new District School Board review its status.</li> </ul>	<ul style="list-style-type: none"> <li>• This 20 year old program has provided the opportunity for Hamilton students to gain experience in water safety.</li> <li>• The cost of this program is heavily subsidized by the reciprocal agreement between HBOE and City of Hamilton.</li> <li>• Some Wentworth schools in close proximity to pools make swimming programs available to elementary students.</li> </ul>
<ul style="list-style-type: none"> <li>• Annual, primary/junior swim meet (Hamilton, currently in its 67th year)</li> </ul>	By June 1998	<ul style="list-style-type: none"> <li>• That this historical swim meet continue to exist, be administered by the Athletics Convenor, and that the new District School Board review its status.</li> </ul>	<ul style="list-style-type: none"> <li>• Program is strongly supported by parents and community and is predominantly organized by retired teachers, under central office supervision.</li> </ul>

# WORK GROUP REPORTING FORMAT

## Program Services: Middle School

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<ul style="list-style-type: none"> <li>• programs for early adolescents</li> <li>• Secondary School Reform and the Ontario Curriculum</li> </ul>		<p>That the following recommendations be considered by the committee to review secondary school reform:</p> <ul style="list-style-type: none"> <li>• committee to establish beliefs and a philosophy with respect to programming for early adolescents</li> <li>• the new Board review current programs and policies with respect to early adolescents               <ul style="list-style-type: none"> <li>- Hamilton Middle School Policy</li> <li>- Hamilton Guide to Transition Years</li> <li>- program delivery in both Hamilton and Wentworth and consider the impact of new and upcoming curriculum policies</li> </ul> </li> <li>• committee to develop a program plan for early adolescents consistent with a common philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• Young adolescents undergo dramatic and far reaching changes. While physical changes are most obvious, they are accompanied by equally influential social, emotional and intellectual changes.</li> <li>• Need to develop an educational program that is based on the needs and characteristics of a most diverse and varied population of adolescents.</li> <li>• Hamilton Middle School Policy arose out of 15 years of research into the educational needs of early adolescents.</li> <li>• Secondary School Reform and the Ontario Curriculum have significant program implications for early adolescents.</li> <li>• system consistency</li> </ul>
<ul style="list-style-type: none"> <li>• transportation and accommodation</li> <li>• staffing issues</li> </ul>			

WORK GROUP REPORTING FORMAT

SECONDARY SCHOOL REFORM

Major Issues To Be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
Secondary School Reform implementation.	January 1998	It is recommended that a superintendent be given specific responsibility to develop and oversee the implementation of a plan for secondary school reform. Vocational schools and programs and middle schools programming will be considered within this plan.	Secondary School Reform is mandated by Provincial Government therefore ultimate responsibility will be with a senior official.
	by June 1998	It is recommended that the new Board approve a plan and process to manage the implementation of Secondary School Reform when policies and directions are released by the Ministry and that Vocational Schools and Programs be given consideration within this plan.	Consistent implementation is best achieved through a co-ordinated process. Vocational Programs are presently offered in different ways.
Implementation of Student Services initiatives which reflect the Ministry document; Choices Into Action. Staffing considerations for Personnel sub-committee.	immediate and ongoing	It is recommended that current initiatives for student support services under Choices Into Action should be continued.	Initiatives exist in both Boards which are benefitting students and therefore should be continued. H. Student Services Model is being implemented system wide W. Individual schools have discreet programs.
	when above mentioned plan is designed	Appropriate Resources be assigned to support the implementation of these recommendations.	Critical for effective and consistent implementation.

## WORK GROUP REPORTING FORMAT

Program/Services: Safe Schools

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<p>Both Boards have similar policies and programs developed from the Ministry of Education's Violence Free Schools Policy (1994). There is a need to review the similarities and differences including but not limited to the following areas:</p> <ul style="list-style-type: none"> <li>- suspension appeals hearings</li> <li>- maximum length of suspension</li> <li>- zero tolerance statement only in one board</li> <li>- therapeutic withdrawal</li> <li>- elementary safe schools committee in each school</li> <li>- handling of expulsions</li> </ul>		<p>That a committee be established to consolidate the Safe Schools policies and procedures of the two Boards and to monitor and support the ongoing review, development and implementation of the various aspects of the new safe schools policy and that this committee's work be attached to a Superintendent of Schools' portfolio.</p>	<p>The existing Ministry of Education document "Violence Free Schools Policy, June 1994." Reports indicate that there are significant positive results from programs developed from the two Boards' Safe Schools policies. Success relates back to system wide co-ordination and ongoing support to schools.</p>



## WORK GROUP REPORTING FORMAT

### Program/Services ANTIRACISM AND ETHNOCULTURAL EQUITY

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<ul style="list-style-type: none"> <li>Mandated policy</li> <li>Coordination and alignment of policies and procedures</li> </ul>	January, 1998 on-going	<ul style="list-style-type: none"> <li>That the Board establish a team composed of a supervisory officer and representatives from stakeholder groups including Hamilton-Wentworth's diverse communities, to review and align existing policies and procedures                             <ul style="list-style-type: none"> <li>- Hamilton - Implementation Procedures, 1992</li> <li>- Wentworth - The Antiracism and Ethnocultural Equity Policy Handbook, 1995</li> <li>- Hamilton - Antiracism and Ethnocultural Equity Implementation Plan, 1997</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The current implementation plans are very extensive in breadth and depth. The policies have specific implications for programs, staff development, instructional materials and strategies, and Safe School policies and procedures.</li> </ul>
Funding		<ul style="list-style-type: none"> <li>That the Board allocate sufficient funds to support training, community outreach and curriculum delivery</li> </ul>	<ul style="list-style-type: none"> <li>The implications for implementation are far-reaching and involve every department and aspect of Board operations.</li> </ul>
Community Partnerships		<ul style="list-style-type: none"> <li>That School Councils and parent groups be involved as active partners in community outreach and involvement within their school communities.</li> </ul>	<ul style="list-style-type: none"> <li>Strong links need to be made with the community to address all issues of antiracism and ethnocultural equity.</li> </ul>
Accountability		<ul style="list-style-type: none"> <li>That the Board develop a procedure which includes an annual report to ensure accountability at all levels of the organization.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation is an integral part of any implementation plan. Feedback is necessary for future planning and growth. Accountability has legal implications.</li> </ul>
Co-ordination		<ul style="list-style-type: none"> <li>That a co-ordinator/project team leader or other designated person be given responsibility for the coordination and administration of this mandate.</li> </ul>	<ul style="list-style-type: none"> <li>Central office support is critical for effective review, development and implementation.</li> </ul>

# WORK GROUP REPORTING FORMAT

## Program/Services: Child Care

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<p>1. Two different delivery models currently exist.</p> <ul style="list-style-type: none"> <li>- Hamilton is system wide with a Board of Education policy. There are close links to curriculum and school programs</li> <li>- Child care in Wentworth operates school by school by outside groups, as tenants with no link to the board through policy.</li> </ul>	until June 1998	Maintain the status quo for the 1997-98 school year.	Implications of Bill 160 may be understood by then. At present, there is no cost to boards. In Hamilton, the centres are self sufficient and the Umbrella Board which operates the child care centres functions at arms length from the HBE through the Child Care Program Leader. There may be implications to program if changes are made to JK.
<p>2. There is a difference in quantity and variety of child care programs between Hamilton and Wentworth.</p> <ul style="list-style-type: none"> <li>- Hamilton has 29 YM/YWCA programs, 2 Co-ops, 9 Child Care Centres. Programs are: before and after care, toddler, preschool, JK/SK other half of the day, lunchtime, PD day and holidays, parenting courses, link-ups with recreation centres, and curriculum link-ups.</li> <li>- Wentworth has YM/YWCA programs, Seven Towers, and 3 Child Care Centres offering before and after care, infant care, preschool, and PD day and holiday programs. Curriculum link-ups occur on a school by school basis.</li> </ul>	before June 1998	That a committee comprised of representatives from (Child Care Centres, the Umbrella Board, parents (including student parents), Family Studies teachers, program staff (ie. early childhood), school administrators and senior administration be formed to review current child care delivery and to make recommendations to the new school board regarding the approach to child care.	<p><b>System-Wide</b></p> <ul style="list-style-type: none"> <li>- consistency of care and expectations for children and parents can be monitored through an overseeing body, the Umbrella Board</li> <li>- curriculum link-ups can continue</li> <li>- Umbrella Board overseeing centres protects financial viability of centres</li> <li>- less onus placed on principal if difficulties arise</li> <li>- staff have consistent personnel policies</li> <li>- in-service shared between child care centres and board staff</li> <li>- student parents receive parenting support</li> </ul> <p><b>Stand Alone Programs</b></p> <ul style="list-style-type: none"> <li>- expectations of behaviour and program have to be formed on a school by school basis</li> <li>- isolation between programs</li> <li>- no consistency in quality of care between centres</li> <li>- no control over policy of stand alone programs</li> <li>- involvement between child care programs and schools is on an individual basis</li> <li>- conflict that has an impact on the elementary or secondary school's operations rests on the principal's shoulders</li> </ul>

# WORK GROUP REPORTING FORMAT

## Program/Services: Alternative Education

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
		<ul style="list-style-type: none"> <li>Existing alternative education programs continue until June 1998.</li> </ul>	
<ul style="list-style-type: none"> <li>Placement options vary between elementary and secondary school as well as between both of the existing Boards and include off-site (ie. central) and on-site locations (ie. school-based).</li> <li>Entry/demotion processes currently in place are different within the Boards.</li> <li>Needs of students go beyond the academic realm of expertise.</li> <li>Equity of allocation of resources.</li> </ul>	<p>January to June 1998</p>	<ul style="list-style-type: none"> <li>A committee of representatives from Social Work, Special Education, elementary and secondary school administrators, alternative education programs, guidance, students, parents and human resources personnel be formed to:               <ol style="list-style-type: none"> <li>review existing programs and range of options available in the District School Board;</li> <li>develop consistent entry and demission processes for alternative education programs;</li> <li>recommend alternative education options for the 1998-99 school year;</li> <li>recommend a resource/staff allocation formula to provide teaching and social work support for the alternative education programs.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Flexibility               <ul style="list-style-type: none"> <li>for schools to address needs of community</li> <li>timely response to student needs (no waiting lists)</li> </ul> </li> <li>Student Needs               <ul style="list-style-type: none"> <li>balanced program for school sites</li> <li>accessibility for students</li> </ul> </li> <li>System-wide consistency</li> <li>Meeting student needs</li> <li>Meeting student needs               <ul style="list-style-type: none"> <li>social issues are often primary causes of "at-risk" situations for students</li> <li>social workers bridge school with home and social agencies to support students</li> </ul> </li> <li>Fair and equitable allocation of resources to support student needs               <ul style="list-style-type: none"> <li>assessment of accessibility needs to ensure no waiting lists</li> </ul> </li> </ul>

## WORK GROUP REPORTING FORMAT

Program/Services: Information Technology

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
Consolidate System Information Skills & Technology Computer Committees  Common Information Skills & Technology System Plan	January /98 to September /98	<p>That the District School Board establish a central Information Skills &amp; Technology Committee comprised of representatives from: trustees, senior management, principals, system program support personnel, school computer site administrators, Librarian, Secretary, Purchasing Department, Technical Services and Parents to develop an Information Skills &amp; Technology plan that includes but not limited to:</p> <ul style="list-style-type: none"> <li>• Allocation of funds</li> <li>• New initiatives and system directions</li> <li>• Identification of best practice</li> <li>• Staff development/in-service</li> <li>• Alternate funding sources</li> </ul>	<p>Currently, both Boards have decision-making Information Skills &amp; Technology committees. These need to be combined.</p> <p>Representatives of those involved in the implementation process need to be involved in the development of the plan. Both Boards are currently in the last year of their existing plan.</p> <p>In order to implement Information Technology across the curriculum as mandated by Memorandum 116, Information Skills &amp; Technology must be identified as a System Priority before schools can be required to include it in their school plans.</p>
Leadership/Co-ordination	January /98 to September /98	Assign a dedicated senior administrator to be responsible for the co-ordination and supervision of information skills and technology within a curriculum delivery framework.	Curriculum must drive the use of technology.
Implementation of the Information Skills & Technology Plan	January /98 to September /98	<p>That Information Skills &amp; Technology be identified as a System priority.</p> <p>That every school be required to include an Information Skills &amp; Technology plan as part of their school plan. It is expected that all staff would include an Information Skills &amp; Technology strand in their personal Growth Plans/Statements of Intent.</p>	<p>In Wentworth County, computer implementation is part of the Board's strategic plan. In Hamilton, it is included as a System Initiative under Program/Common Curriculum.</p> <p>To facilitate accountability and implement the System initiative.</p>



Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration It is recommended:	Rationale
GEM's grant recipient (Grant Eligible Machines)	January/98	<ul style="list-style-type: none"> <li>That the responsibility for the management of the GEM's grant be supervised by the Superintendent responsible for information skills and technology.</li> </ul>	Wentworth's GEM's Grant is currently the responsibility of a Superintendent who has the curriculum portfolio. Hamilton's GEM's Grant currently is the responsibility of the Superintendent of Operations & Administrative Services. GEM's are intended to support the integration of computers into the curriculum and should focus on the curriculum needs of students and teachers.
Technical Support	September/98	<ul style="list-style-type: none"> <li>That technical support be based on a cluster of schools model.</li> <li>That the Information Skills &amp; Technology committee establish a level of technical support adequate to meet system needs.</li> <li>That all computer Purchasing agreements must include installation and set up by vendor (including networking and software) when computers are delivered to schools</li> </ul>	<p>Technicians should be assigned to a specific cluster of schools to ensure consistency of service and ownership in each of their schools issues and concerns.</p> <p>Current support is not adequate in either system to meet curriculum expectations.</p> <p>In the past, in both Boards, technicians have been re-assigned to install and set up new equipment. This has left schools without technical support.</p>
Software copyright and licensing agreements	January/98	That the appropriate Superintendent responsible for information skills and technology review all existing educational software licensing agreements to determine whether to extend or terminate existing licences in the new Board.	To ensure that we are providing legal access to all licensed software that both Boards currently use.

# School Information Resource Centres

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
School Information Resource Centres	January to June 1998	<p>That a committee comprised of representatives of trustees, senior management, computer services, principals, teachers, media library personnel and parents, be formed to review the current state of school libraries/school information resource centres and to address and make recommendations on, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• changing school libraries to Information Resource Centres</li> <li>• that all Information Resource Centres provide a diverse selection of learning materials</li> <li>• that all Information Resource Centres be staffed by Information Skill Teachers and have access to qualified support staff</li> <li>• development of a role description for the Information Skills Teacher</li> <li>• identify system-wide need for qualified support staff in the Information Resource Centre</li> <li>• development of a formal policy regarding the function of the Information Resource Centre</li> </ul>	<ul style="list-style-type: none"> <li>• the library will evolve from library resource centres that provide learning materials, and instruction to information centres that provide and co-ordinate the sharing of information of all kinds. This means going from collection-based facilities to access-based services; from local self-contained resource collections to global and interconnected information networks. (Information Literacy and Equitable Access - Ministry of Education)</li> <li>• Information skills and technology needs to be integrated and linked to curriculum expectations across all subject areas.</li> <li>• Information Skills teachers not only help students and staff to access information they also provide the support to interpret, synthesise and evaluate material.</li> <li>• Information Skills teachers teach information literacy and problem solving skills, and support the other teachers in the school with the delivery of their programs. Their role includes that of curriculum implementation and "in-house" consultant.</li> <li>• teachers will be able to move to a resource-based approach to teaching for efficient and cost-effective use of limited resources</li> <li>• a partnership with support staff must be maintained in order to provide staff and students the means for retrieving information in a new information environment</li> </ul> <p>Information Literacy and Equitable Access ILEA Ministry Document and video "From School Libraries to School Information Centres" (Hamilton Board Media Library)</p>

School Information Resource Centres - Page 2 (continued)

<i>Major Issues to be Considered</i>	<i>Timelines</i>	<i>Recommendations for Education Sub-Committee Consideration</i>	<i>Rationale</i>
<ul style="list-style-type: none"> <li>Contractual obligations must be considered.</li> <li>Non-compatible, incomplete and inadequate automation of libraries               <ul style="list-style-type: none"> <li>compatibility of technology within system</li> <li>compatibility of technology with public system, ie. public libraries, McMaster, H-WIN project, etc.</li> </ul> </li> <li>Co-ordination and accessibility of existing services of Harry Paikin Library (Hamilton), Educational Media Centre (Wentworth), and Career Resource Centre (Hamilton), Kit and Media Services (Hamilton)</li> <li>Consistent delivery of curriculum based information skills and technology within the library</li> <li>Effective and consistent school curriculum planning and delivery within the guidelines of "Partners in Action" and "Information Literacy and Equity of Access" (draft) MET and the role of the teacher-librarian in this model</li> <li>Appropriate funding to support upgrading; equitable budget allocation across the system</li> </ul>	June 1998	<ul style="list-style-type: none"> <li>Consistent language to be aligned in all Collective Agreements               <ul style="list-style-type: none"> <li>refer to Personnel Sub-Committee</li> </ul> </li> </ul>	

## Media and Professional Libraries, and Kit Services

<i>Major Issues to be Considered</i>	<i>Timelines</i>	<i>Recommendations for Education Sub-Committee Consideration</i>	<i>Rationale</i>
	to Sept. 2000	For the 1997-98 and 1998-1999 school years, the existing media library, kit services, professional library and a computer learning centre could be housed. The operations and budget for each of these services be under the direction of the Superintendent responsible for information skills and technology.	
Fragmentation of media, kit services professional library and computer services.	Jan. '98- Sept. 2000	<ul style="list-style-type: none"> <li>That a single Resource Centre be established where the media library, kit services, professional library and a computer learning centre could be housed.</li> <li>The operations and budget for each of these services be under the direction of the Superintendent responsible for information skills and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Presently there are five separate locations (3 in Hamilton, 2 in Wentworth).</li> <li>A single School District Resource Centre would consolidate all media services for staff. This would also provide a more cost-effective way of delivering media to all locations. Media resources, kits and professional references support curriculum.</li> <li>The Computer Learning Centre would be a facility that would allow for computer training for all staff while providing an opportunity to review and evaluate current educational software.</li> <li>A single location for this facility would provide easy access for staff to all media resources.</li> </ul>
System wide delivery service.	Jan. '98	That a daily system-wide delivery service for the delivery of kits, media resources and mail be daily linked to the School District Resource Centre.	<ul style="list-style-type: none"> <li>System wide delivery of resources must be available in order to provide schools with equitable access to all resources at the School District Resource Centre.</li> </ul>



<b>Major Issues to be Considered</b>	<b>Timelines</b>	<b>Recommendations for Education Sub-Committee Consideration</b>	<b>Rationale</b>
Merging the inventory of Resource Collections	Jan. '98 - Sept. 2000	That appropriate and sufficient staff time be made available to review the existing collections to determine the resources to be housed within the new School District Resource Centre.	<ul style="list-style-type: none"> <li>• Merging the resource collections (videos, books, periodicals, micro fiche, software and manuals) must be done in order to provide quality resources to support program. This will consolidate collections, eliminate duplication and set budget priorities for acquisitions. This involves approximately 250,000 items in five different locations.</li> <li>• this will allow staff and students equitable access to core and supplementary resources.</li> </ul>
Audio/Visual Booking, School Library Automation and Central Processing Systems	Jan. '98 - Sept. 2000	<p>That a committee comprised of representatives of trustees, senior management, computer services, principals, teachers, and media library personnel, be formed to address and make recommendations on, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Audio Visual Booking System</li> <li>• the acquisition of an on-line cataloguing and booking system</li> <li>• School Library and Central Processing system</li> <li>• Development of policies and procedures related to the above</li> </ul>	<ul style="list-style-type: none"> <li>• This must occur in order to allow students and staff at all locations to have access system wide to the resources</li> <li>• Students and staff need to have access to the Audio Visual Booking system to be able to locate and reserve appropriate resources</li> <li>• To allow students and staff a way of accessing both the Professional Library and School Library collections through a Union database (central and all school library holdings)</li> <li>• Central Processing to be standardized in order to become cost-efficient by eliminating duplication of services (i.e. cataloguing) and the need for each school to purchase expensive technical reference tools.</li> <li>• This will allow for the potential sharing of all central and school resources.</li> </ul>

<i>Major Issues to be Considered</i>	<i>Timelines</i>	<i>Recommendations for Education Sub-Committee Consideration</i>	<i>Rationale</i>
Curriculum Documents	Jan. '98 - Sept. 2000	<ul style="list-style-type: none"> <li>• That the School District Resource Centre be a depository for all curriculum and support documents.</li> <li>• That the current Curriculum Distribution Centre be phased out and replaced by on-line publications of all curriculum and support documents.</li> <li>• That this area be under the direction of the Superintendent responsible for information skills and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and support documents would be accessible to staff and the public</li> <li>• This will allow staff immediate access to all curriculum and support documents easily and economically over the internet</li> <li>• This will eliminate the need to warehouse multiple copies of curriculum documents and their distribution via system wide delivery system.</li> </ul>
Student Transcripts	Jan. 98- Sept 2000	<p>That a committee comprised of representatives of trustees, senior management, computer services, principals, teachers, and media library personnel, be formed to address and make recommendations on, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• to review current policies and procedures of existing practices at both Boards</li> </ul>	<ul style="list-style-type: none"> <li>• To co-ordinate and standardize practices for the new School District.</li> </ul>

#1

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Allan A. Greenleaf  
Director and Secretary  
Hamilton-Wentworth District School Board

From: Kenneth Bain  
Interim Assistant Superintendent of Schools

Re: Registration Procedure for Junior and Senior Kindergarten  
classes for September 1998

**Recommended Action:**

That, until a decision is reached regarding the delivery of Junior Kindergarten and French Immersion programs in the Hamilton-Wentworth District School Board, existing Junior and Senior Kindergarten registration and enrollment policies and procedures from the predecessor boards continue for September 1998 registration and that a statement regarding potential changes be included in media advertisements.

**Rationale:**

Traditionally, registration of pupils eligible to attend Hamilton Junior and Senior Kindergarten and French Immersion Senior Kindergarten classes in September of the upcoming school year begins in late January. At the same time, Early Childhood Education registration begins within the Hamilton-Wentworth Roman Catholic Separate School Board. The Public Relations Department, in conjunction with Program Services, places an advertisement in The Hamilton Spectator (Appendix 1) that directs parents to contact their neighbourhood elementary school to receive enrollment details. It will be important to advise parents that the Hamilton-Wentworth District School Board will review the delivery of these programs during budget and transitional discussions.

Principals within each municipality in our board have received inquiries from their communities regarding registration timelines and procedures for September 1998. This recommended action would enable them to proceed with registration and will allow the District Board to maintain a solid early years pupil enrollment base. In addition, this action is consistent with the Local Education Improvement Commission's recommendation that existing policies and procedures should remain in effect until the District School Board has an opportunity to deal with them.

Approved for distribution  
by the Director.

Signature: Amelia Greenleaf

Date: 1998.01.22

### Implications:

School secretaries establish numbered lists of children living both inside and outside the school's boundaries based upon the date the registration request is received. Children of families living in Ancaster, Dundas, Flamborough, Glanbrook and Stoney Creek would be registered, as would any other "Hamilton" children living outside of the boundaries/catchment area of their assigned school. When these parents contact the school that they want their child to attend, the child will be placed on a waiting list and registration will begin once the principal determines that space is available. The recommended action will also facilitate registration and staffing procedures at elementary child care centers operated by the Umbrella Family and Child Centres of Hamilton.

### Summary:

The final report of the Education Sub-Committee of the Local Education Improvement Committee summarized various options and highlighted a number of issues related to the delivery of Junior Kindergarten and French Immersion programs. A decision regarding the delivery model for these programs will need to be made as soon as possible. Until such time as that decision is reached, principals require an administrative procedure for registration for Senior Kindergarten classes in Ancaster, Dundas, Flamborough, Glanbrook and Stoney Creek and for Junior and Senior Kindergarten classes and French Immersion Senior Kindergarten classes in Hamilton.



IT'S TIME FOR

## Kindergarten

REGISTRATION

INTRODUCE YOUR CHILD  
TO A WORLD OF  
LEARNING EXCITEMENT!

Hamilton Board of Education schools are exciting, enriching places for young learners as they explore the world around them, learn to solve problems and make new friends.

Our students get off to the best possible start. Your child will be challenged and encouraged to do his or her very best. Our caring teachers are with them every step of the way!

JUNIOR & SENIOR  
KINDERGARTEN  
CLASSES

Junior Kindergarten is for children who will be 4 years of age on, or before, December 31st, 1997.

Senior Kindergarten is for children who will be 5 years of age on, or before, December 31st, 1997.

You are invited to call the principal of the elementary school in your community beginning on January 20, 1997, for details on enrollment.

Space is subject to availability for Junior Kindergarten programs, so please call early.

## IMPORTANT NOTICE

You are advised that due to changes in provincial grants all aspects of the Board's current operations will be thoroughly reviewed during the upcoming budget process. If there are any changes to the program offering, you will be notified by May 1, 1997.

FRENCH IMMERSION  
SENIOR  
KINDERGARTEN

To enable English-speaking children to become fluent in French, the French Immersion Program is available at designated schools. You may contact the principals of the schools with French Immersion beginning on January 20, 1997, to request registration for your child. Information regarding the French Immersion program is available at the school.

For specific program information, call 527-5092, ext. 2389

FRENCH IMMERSION  
LOCATIONS

LOWER CITY for children living  
West of Hwy 403

George R. Allan School  
900 King St. W.  
522-0601

Between Highway 403 & James  
Earl Kitchener School  
300 Dundurn St. S.  
528-0223

Between James & Gage  
Sanford Avenue School  
149 Sanford Ave. N.  
528-8526

Between Gage & Cochrane/Saratheam  
A.M. Cunningham School  
100 Westford Ave. S.  
544-7771

East of Cochrane/Saratheam  
Glen Echo School  
140 Glen Echo Dr.  
560-0630

UPPER CITY for children living  
West of Upper Westworth

West of Upper Westworth  
Norwood Park School  
165 Terrace Dr.  
575-9808

East of Upper Westworth  
Peace Memorial School  
75 East 30th St.  
387-5165

THE BOARD OF EDUCATION  
FOR THE CITY OF HAMILTON

LE CONSEIL DE L'ÉDUCATION DE LA VILLE DE HAMILTON

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

#8

## MEMORANDUM

TO: Trustees and Supervisory Officers

FROM: The Director of Education

RE: Proposals re: Legal Services

### Recommended Action:

It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Director be authorized to advertise for proposals for the provision of legal services to the Board.

### Rationale:

It has been the practice of both predecessor boards to designate by by-law the Board's solicitor(s). The former Hamilton Board of Education named several law firms in its approval process and the former Wentworth County Board of Education confirmed its approval in terms of designating one law firm, with the proviso that other law firms might be utilized as required.

Since legal firm representation arrangements have not as yet been determined for the new Board, we have simply continued to utilize the services of Evans, Philp on a temporary basis. In the meantime, several firms have contacted the Board with expressions of interest in providing service. A call for proposals would permit the trustees to determine which firm or firms would best represent the new Board.

Thank you.

Jan. 22/98

/mlr

#9

To: The Chairman and Members  
The Hamilton-Wentworth District School Board

From: Jane Allison, Public Relations Officer

Date: January 22, 1998

Re: **Logo Contest**

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Recommendation

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_: That The Hamilton-Wentworth District School Board approve the implementation of the Logo Contest to develop a new logo for the unified Board.

Concept

The recently unified Hamilton-Wentworth District School Board needs a logo. A new logo for a new Board will visually symbolize the joining of two unique entities into one vital organization.

The option of developing a new logo through a contest was first raised at a Local Education Improvement Committee (LEIC) meeting. It was thought that this would be a terrific way to gather input and generate excitement from all areas of the new Board. The contest should be open to all students and staff members, and the Board will reserve the right to have a professional designer "fine-tune" the design to ensure its viability for all areas of use, and to convert it into camera-ready art.

Process

Announcement of the competition and the submission deadline need to occur within a very tight timeframe, such as two weeks. The new logo is very much in demand for all areas of the Board. We also need to be aware of other time demands at this point, such as exam schedules and semester breaks. Entries should be submitted through the Public Relations department and then evaluated by the Evaluation Team (see below).

Entries should address the following criteria:

- Board name
- Be student-focused
- Portray a unified Board
- Be an image, not a picture, which captures the new Board symbolically
- Suggest or use a specific colour(s)
- Include an explanation for the design suggestion

A prize should be offered to the winning entrant. One suggestion would be a \$50 donation to either the school fund (if a student entry wins) or the professional development fund if a staff member is the winner.

The logo contest will be launched with a one-page flyer distributed to each school and staff location. This flyer will contain the following information: both current logos; deadline for submission; criteria; evaluation process; prize information.

#### Evaluation

Members of the Evaluation Team should represent all areas of the school board community. Suggested members include the following: one Home & School Association member for both city and county; a Trustee; two School Council chairs; Heiner Rogge, designer; Allan Greenleaf; Jane Allison; Doug Dunford; Carol MacKenzie; John Likavec, printer; two principals.

The members of this team will provide a balanced perspective in selecting the successful logo.

#### Follow-Up

Once the evaluation has taken place and a winning logo is selected, the designer will "fine-tune" it to make sure it is usable and easily reproduced. If it is deemed necessary, it would then be presented to the Trustees for approval.

#### Public Relations Potential

There is a lot of positive public relations potential for the new logo. There should be an announcement, perhaps at a Board meeting, with the unveiling of the new logo to the staff and the public. This represents a good photo and television opportunity, with the winning designer receiving his or her prize at the same time.



#11

## ***THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD***

P.O. Box 2558  
100 Main Street West  
Hamilton, Ontario L8N 3L1  
Telephone (905) 527-5092  
Fax (905) 521-2539

Satellite Office:  
357 Wilson Street East  
Ancaster, Ontario L9G 4B7  
Telephone (905) 523-8621  
Fax (905) 648-5583

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### **MEMORANDUM**

TO: Trustees

FROM: The Director of Education

RE: Pupil Representation on Board

Recommendation:

It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Director be authorized to draft a policy providing for student representation on the Board, in accordance with the requirements of Ontario Regulation 461/97.

Rationale:

Ontario Regulation 461/97 made under the Education Act, as attached.

Jan. 19/98  
/mlr  
Encl.

ONTARIO REGULATION 461/97  
made under the  
EDUCATION ACT

Made: December 10, 1997  
Filed: December 11, 1997

PUPIL REPRESENTATION ON BOARDS

RÈGLEMENT DE L'ONTARIO 461/97  
pris en application de la  
LOI SUR L'ÉDUCATION

pris le 10 décembre 1997  
déposé le 11 décembre 1997

REPRÉSENTATION DES ÉLÈVES  
AU SEIN DES CONSEILS

1. (1) Every board shall develop and implement a policy providing for the representation of the interests of pupils on the board.

(2) The policy shall be in accordance with this regulation and with any policies and guidelines issued by the Minister under paragraph 3.5 of subsection 8 (1) of the Act.

2. (1) Each board shall have one pupil representative or such greater number of pupil representatives as is specified in the policy.

(2) A pupil representative must be in the last two years of the intermediate division or in the senior division at the time that he or she is elected or appointed.

3. (1) The policy shall specify whether the pupil representatives are to be chosen by peer election or by appointment and shall specify the procedures to be followed for the purpose.

(2) The procedures specified under subsection (1) shall ensure that the elections or appointments occur not later than June 30 in each school year, to take effect with respect to the following school year.

(3) The policy shall provide for,

(a) the type and extent of participation by pupil representatives;

(b) disqualification of pupil representatives;

(c) the filling of vacancies;

(d) the term of office of pupil representatives.

(4) With respect to the type and extent of participation by pupil representatives, the policy shall provide that, subject to subsections 55 (3) and (5) of the Act, pupil representatives have at least the same opportunity for participation at meetings of the board and at meetings of committees of the board as a board member has.

4. (1) The policy may provide for reimbursement of pupil representatives for all or part of their out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of pupil representatives.

(2) Where reimbursement of expenses is provided for under subsection (1), it shall be according to the same policies as govern the reimbursement of board members for such expenses.

5. This Regulation comes into force on the day section 30 of the *Education Quality Improvement Act, 1997* comes into force.

1. (1) Chaque conseil élabore et met en œuvre une politique prévoyant la représentation des intérêts des élèves en son sein.

(2) La politique est conforme au présent règlement et à toute politique établie et ligne directrice donnée par le ministre en vertu de la disposition 3.5 du paragraphe 8 (1) de la Loi.

2. (1) Chaque conseil compte un représentant des élèves ou le nombre plus élevé de représentants que précise la politique.

(2) Les représentants des élèves doivent être inscrits à l'une ou l'autre des deux dernières années du cycle intermédiaire ou au cycle supérieur au moment où ils sont élus ou nommés.

3. (1) La politique précise si les représentants des élèves doivent être choisis par voie d'élection par leurs pairs ou de nomination et en précise également les modalités.

(2) Les modalités précisées aux termes du paragraphe (1) font en sorte que les élections ou les nominations aient lieu au plus tard le 30 juin de l'année scolaire, de manière à prendre effet l'année scolaire suivante.

(3) La politique prévoit ce qui suit :

a) la nature et l'étendue de la participation des représentants des élèves;

b) l'inhabilité ou l'inéligibilité des représentants des élèves;

c) la façon de combler les vacances;

d) le mandat des représentants des élèves.

(4) En ce qui concerne la nature et l'étendue de leur participation, la politique prévoit que, sous réserve des paragraphes 55 (3) et (5) de la Loi, les représentants des élèves jouissent d'au moins les mêmes possibilités de participation aux réunions du conseil et de ses comités qu'un membre du conseil.

4. (1) La politique peut prévoir le remboursement de tout ou partie des frais raisonnables que les représentants des élèves engagent dans l'exercice de leurs fonctions de représentants des élèves.

(2) Le remboursement des frais qui est prévu au paragraphe (1) est subordonné aux mêmes politiques que celles qui régissent le remboursement des frais de ce genre qu'engagent les membres du conseil.

5. Le présent règlement entre en vigueur le jour où l'article 30 de la *Loi de 1997 sur l'amélioration de la qualité de l'éducation* entre en vigueur.

#12

The Hamilton-Wentworth District School Board

**Memorandum**

**To:** Allan A. Greenleaf  
Director of Education

**From:** Don Grant  
Superintendent of Business and Treasurer

**Subject:** Financial Statements and Auditor's Reports for Old Boards

**Recommended Action:**

Moved by: \_\_\_\_\_

That The Hamilton-Wentworth District School Board direct the respective treasurers of the former Board of Education for the City of Hamilton and The Wentworth County Board of Education to prepare the applicable 1997 financial statements.

**Rationale:**

Ontario Regulation 470/97 (copy attached) makes provision for the preparation of the financial statements for 1997 for each old board that was merged into the new district school board. The following options are noted in the regulation concerning who should be directed to prepare the 1997 statements:


1. The Treasurer of the District School Board.
2. The respective Treasurers of the old boards.

The foregoing recommended action is consistent with option #2. I have reviewed this issue with Lucy Veerman, Acting Senior Financial Officer, and she concurs with this approach.

DG/GdeJ  
1998-01-19  
attach.

pc. L. Veerman

C:\My Files\Board\1998\financialstate.wpd



Approved for distribution  
by the Director.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

1998-01-20



6. This Regulation comes into force on the later of January 1, 1998 and the day that section 113 of the *Education Quality Improvement Act, 1997* comes into force.

52/97

ONTARIO REGULATION 470/97  
made under the  
EDUCATION ACT

Made: December 10, 1997  
Filed: December 11, 1997

FINANCIAL STATEMENTS AND AUDITOR'S  
REPORTS FOR OLD BOARDS

1. (1) A district school board shall at its first meeting in 1998 or as soon as possible after the first meeting require its treasurer to prepare the financial statements for 1997 for each old board that was merged into the district school board by a regulation made under clause 58.1 (2) (h) of the Act.

(2) Instead of requiring its treasurer to prepare the financial statements mentioned in subsection (1), the district school board may require the person who was the treasurer of the old board to prepare the old board's financial statements if that person is an employee of the district school board.

(3) A person required to prepare financial statements under this section shall do so in accordance with the direction of the district school board and shall do so as soon as reasonably possible.

2. (1) A district school board shall obtain an auditor's report on the financial statements required to be prepared under section 1 as soon as reasonably possible after the financial statements have been prepared.

(2) Upon receipt of the auditor's report, the treasurer of the district school board shall promptly give the Ministry of Education and Training two copies of the auditor's report and two copies of the financial statements mentioned in subsection (1).

(3) Within one month after the district school board has received the auditor's report, the treasurer of the district school board shall,

(a) publish the financial statements to which the auditor's report relates, and the auditor's report, in a daily or weekly newspaper that, in the opinion of the treasurer, has sufficient circulation within the area of jurisdiction of the old board in respect of which the financial statements were prepared, to provide reasonable notice to those affected by them; or

(b) mail or deliver a copy of the financial statements and auditor's report to each of the old board's supporters.

(4) The financial statements and auditor's report published, mailed or delivered under subsection (3) shall be in the same form as financial statements and auditor's report prepared under subsection 252 (2) of the Act.

(5) For purposes of obtaining the auditor's report mentioned in subsection (1), the district school board shall retain the person who was the auditor of the old board to prepare the audit report on the financial statements of the old board, unless that is not reasonably possible and, if that person is retained, the district school board is subject to the same rights and obligations as the old board would have been had the retainer of the auditor by the old board been continued.

3. This Regulation comes into force on the day that section 113 of the *Education Quality Improvement Act, 1997* comes into force.

52/97

6. Le présent règlement entre en vigueur le 1<sup>er</sup> janvier 1998 ou, s'il lui est postérieur, le jour de l'entrée en vigueur de l'article 113 de la *Loi de 1997 sur l'amélioration de la qualité de l'éducation*.

RÈGLEMENT DE L'ONTARIO 470/97  
pris en application de la  
LOI SUR L'ÉDUCATION

pris le 10 décembre 1997  
déposé le 11 décembre 1997

ÉTATS FINANCIERS ET RAPPORTS DU  
VÉRIFICATEUR DES ANCIENS CONSEILS

1. (1) À la première réunion qu'il tient en 1998 ou le plus tôt possible par la suite, le conseil scolaire de district demande à son trésorier de préparer les états financiers pour 1997 de chaque ancien conseil qu'il a absorbé par fusion par règlement pris en application de l'alinéa 58.1 (2) h) de la Loi.

(2) Au lieu de demander à son trésorier de préparer les états financiers visés au paragraphe (1), le conseil scolaire de district peut demander à la personne qui était trésorier de l'ancien conseil de préparer les états financiers de ce conseil si elle est un employé du conseil scolaire de district.

(3) Toute personne tenue de préparer des états financiers aux termes du présent article le fait conformément aux directives du conseil scolaire de district dès que cela est raisonnablement possible.

2. (1) Le conseil scolaire de district obtient le rapport d'un vérificateur sur les états financiers qui doivent être préparés aux termes de l'article 1 dès que cela est raisonnablement possible après la préparation de ces états financiers.

(2) À la réception du rapport du vérificateur, le trésorier du conseil scolaire de district remet promptement deux copies du rapport du vérificateur et deux copies des états financiers visés au paragraphe (1) au ministère de l'Éducation et de la Formation.

(3) Dans le mois qui suit la réception du rapport du vérificateur par le conseil scolaire de district, le trésorier de celui-ci fait :

a) soit publier les états financiers visés par le rapport du vérificateur ainsi que le rapport du vérificateur dans un quotidien ou un hebdomadaire dont la diffusion dans le territoire de compétence de l'ancien conseil à l'égard duquel les états financiers ont été préparés est suffisante, selon lui, pour que les personnes visées en reçoivent un avis raisonnable;

b) soit envoyer par la poste ou remettre à chaque contribuable de l'ancien conseil une copie des états financiers et du rapport du vérificateur.

(4) Les états financiers et le rapport du vérificateur sont publiés, envoyés par la poste ou remis aux termes du paragraphe (3) sous la même forme que les états financiers et le rapport du vérificateur préparés aux termes du paragraphe 252 (2) de la Loi.

(5) Pour obtenir le rapport du vérificateur visé au paragraphe (1), le conseil scolaire de district retient les services de la personne qui était le vérificateur de l'ancien conseil pour qu'elle prépare le rapport de vérification sur les états financiers de l'ancien conseil à moins que cela ne soit pas raisonnablement possible. S'il retient les services de cette personne, le conseil scolaire de district a les mêmes droits et obligations que l'ancien conseil aurait eus s'il avait continué de retenir les services du vérificateur.

3. Le présent règlement entre en vigueur le jour où l'article 113 de la *Loi de 1997 sur l'amélioration de la qualité de l'éducation* entre en vigueur.



1998 01 19

To: Al Greenleaf  
Director of Education and Secretary

From: Merv Matier  
Superintendent of Transitional Services

Re: Ontario Family Assistance for Teachers' Withdrawal of Services

*1998.01.20*  
#13

**Recommendation**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_:  
That the Hamilton-Wentworth District School Board approve the distribution of the memo re: Ontario Family Assistance for Teachers' Withdrawal of Services to all schools.

**Background**

In December, 1997, the Provincial Government passed Bill 161, the "Fairness for Parents and Employees Act" which requires school boards to pay families with eligible children up to \$40.00 per day for each day teachers withdrew their services for the period of October 27 to November 7, 1997.

There has been considerable interest expressed by parents, School Councils and Home and School groups in supporting their local school by donating all or part of the money received under this plan to specific programs. Many parents see this as an opportunity to enhance the limited budgets of the schools and in return receive a charitable receipt for income tax purposes.

The Hamilton Board of Education, at its December 1997 meeting, approved the following motion:

"That in addition to the application form being distributed through the schools, parents also receive an additional form outlining the options available to them in returning a portion of or all of the \$400.00 to the Board through the Board of Education for the City of Hamilton Foundation - thereby (a) the charitable donation will provide a tax relief and (b) the opportunity to direct the charitable donation for a specific purpose or purchase."

Should a parent or parent group wish to make such a donation for a specific purpose or purchase, the Board of Education for the City of Hamilton Foundation can be used. The Foundation meets Revenue Canada regulations and complies with Board policy.

The attached memo (Appendix I) will be provided to all former Hamilton Board schools to include in their newsletter to parents.

**Issue**

To apprise trustees of the attached memo and determine the position of trustees on distributing the memo to schools under the jurisdiction of the former Wentworth County School Board.

## Ontario Family Assistance for Teachers' Withdrawal of Services

In December, 1997, the Provincial Government passed Bill 161, the "Fairness for Parents and Employees Act" which requires school boards to pay families with eligible children up to \$40.00 per day for each day teachers withdrew their services for the period of October 27 to November 7, 1997.

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Should a parent or parent group wish to make such a donation for a specific purpose or purchase, The Board of Education for the City of Hamilton Foundation can be used. The Foundation meets Revenue Canada regulations and complies with Board policy.

In order for the Foundation to issue a receipt to the donor, the proceeds of the donation must be used for the education of students and whatever is purchased must meet the policies and/or procedures of the Board. The proceeds can be used towards purchasing textbooks, library books, gym or athletic equipment, classroom supplies, classroom computers, computer software, printers, playground equipment, fund school nourishment programs, etc. The proceeds cannot be used towards the purchase of administrative equipment or supplies, photocopy paper, lease payments, costs of repairs, renovations or maintenance of the school building or grounds, salaries, wages, mileage costs, etc.

We urge parents to discuss the needs of the school with the Principal.

A donation over \$10 should be sent to the school and the cheque made payable to "The Board of Education for the City of Hamilton Foundation." The receipt will be made out to the person and address written on the cheque, so please ensure that this information is legible. When the school has received a number of cheques, the cheques with notation on the intended use for the proceeds, will be forwarded to the Finance Department. The Foundation will send a charity receipt to the donor, and will send a cheque to the school Principal for the same amount, so that the purchases can be made.

I wish to stress that this information is being provided to you in response to inquiries, and is not suggesting that this is an expectation of all parents. The allowance is an entitlement for families with eligible children under Bill 161, "Fairness for Parents and Employees Act, 1997.

The format on the attached page may assist in making a contribution.

I wish to donate the following amount(s) to \_\_\_\_\_ school to be used towards the purchase of materials as indicated below.

AMOUNT	DESIGNATION
	Textbooks
	Library Materials
	Athletic/Sports Equipment
	Classroom Supplies
	Classroom Computers
	Computer Software
	Playground Equipment
	Nourishment Program
	Other

Signed \_\_\_\_\_



# Teachers' strike claim deadline now Feb. 6

By CASEY KORSTANJE  
The Spectator

The deadline for filing your "family claim" form in connection with last year's teachers' strike has been extended to Feb. 6.

It's the icing on the cake, or, more particularly, the ice burying most of eastern Ontario that moved Labour Minister Jim Flaherty yesterday to extend the deadline for the provincewide government cash handout.

This rebate — up to \$40 per day for 10 days — is being handled on the honour system. That means that if you meet the basic criteria — that you have children in the school system — they'll take your word for the payment claimed and send you a cheque for up to \$400. No receipts or proof of purchase are necessary.

Provincial opposition MPPs call this a bribe. The government calls it the Fairness for Parents and Employees Act (Teachers Withdrawal of Services) 1997.

The question is, should you apply? If you don't, nobody knows whether the school boards will get to keep the millions from two weeks of unpaid teachers' salaries or if the money must be sent back to the province.

Under the former Education Act, surpluses incurred under any circumstances had to be split 50-50 between local taxpayers and the province. But under the new rules, Queen's Park has yet to decide what's going to happen.

Janis Tomkinson, a provincial finance ministry spokesperson, said the government is going to wait to see if there is any leftover cash before deciding what to do. That decision probably won't be made until the end of January.

The intent of the legislation was to make "payment to parents and guardians adversely affected by the teachers' strike," according to a government fact sheet issued in November. However, the legislation doesn't define "adversely." It leaves that up to individual conscience. Nor does it specify that you have to have spent money on child-care-related issues.

All it says is that a parent or guardian of an eligible child or children "is entitled to be paid the lesser of \$40 or the amount that he or she claims for each school day ..."

So ask and you shall receive. How you cost out and justify the adversity you experienced is totally up to you. And you don't have to explain your reasoning because it's an honour system.

There is a line of thinking that suggests that all the province's taxpayers should get a break.

Perhaps the millions saved should be returned to property owners in the form of a reduced mill rate because everybody pays for education. Then there are those who want to know how it is that the parent of a 13-year-old was more adversely affected than the parent of a 14-year-old?

## TEACHERS' STRIKE CLAIMS

**You are entitled** to make a claim if on any school day from Oct. 27 to Nov. 7, 1997 you had an eligible child or children:

- Whose school or school-based child-care centre or nursery was closed.
  - Who was, or were, in your opinion, unable to enter or unlikely to be safely supervised at the school or school-based child care centre or nursery.
  - Whose regular special education programs or services were not available.
  - Whose usual school bus transportation was not available.
- An eligible child** is a child who on Oct. 27, 1997 was:
- 13 years old or younger.
  - A special needs student in

secondary school.

■ Was registered in a school-based, child-care centre or nursery.

**Only one parent or guardian** may make a claim. Only one claim is allowed with respect to all eligible children who ordinarily reside with the parent or guardian.

Maximum allowable claim is \$400. No receipts are required.

Maximum allowable claim for children within the former Wentworth County Board area is for nine days' worth of expenses to a maximum \$360 because of a regularly scheduled professional development day.

Family Claim forms are available from your local school, school board office or at the Ministry of Education Web site at <http://www.edu.gov.on.ca>

board is looking at up to 13,000 applications against \$5.2 million, the Halton public board could get up to 20,000 applications on \$8 million and the Halton Catholic board is looking at anywhere from 8,000 to 9,000 applications against \$3.2 million. If there are more applications than money, the province will cover the loss with a grant to school boards.

That leaves three options to consider: You may take the money, keep it and to heck with province and the school system.

You may decide not to claim the money because you weren't adversely affected, and leave it up to the province to decide what to do with it.

Or, you can ensure your piece of the pie stays with the local school board. If you apply for the cash, you may donate the money, or part of it, back to the school system, and then the province can't touch it.

In Hamilton-Wentworth, for example, you may donate the money to the Board of Education City of Hamilton Foundation. You will get a receipt for income tax purposes and you may specify exactly what the money should be used for.

Or you can trot your cheque down to your favourite local school. You won't get a tax receipt, but the staff will probably love you. School boards, of course, are not officially advocating this, but will be happy to give you donation information if you ask.

lations officer for the Hamilton-Wentworth public board, said it anticipates getting up to 18,000 claims from Hamilton parents against \$7.3 million in savings from the strike. She figures it will spend \$7.2 million.

Those with children under the former Wentworth County board only get nine days' worth of expenses because a professional development day was scheduled during the walkout. The Wentworth area could generate up to 6,000 applications against an estimated \$3.2 million in savings.

The Hamilton-Wentworth Catholic

The word sent to school boards across Ontario from the government is: process the claims, cross-check them to make sure there isn't duplication, check with the local schools to make sure the claimants have eligible children, and absolutely make sure the claimants (with some provisos) aren't teachers because they don't get a dime, unless they were at work. Then write a cheque against the money saved in unpaid teachers' salaries during the Oct. 27 to Nov. 7, 1997 walkout.

For boards of education everywhere, it's a huge task. Jane Allison, public re-



# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

#14

## M E M O R A N D U M

TO: Trustees

FROM: The Director of Education

RE: School Trips

### Recommended Action:

It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the following trip requests be approved:

- (a) Grades 7-8 - Burkholder School - Quebec City from February 4 to 7, 1998 inclusive;
- (b) Grade 8 - Dalewood School - Bracebridge from May 6 to 8, 1998 inclusive;
- (c) Grades 6-8 - Highview School - Snow Valley, February 25, 1998;
- (d) Grades 6-8 - Hillcrest School - Mt. St. Louis/Moonstone, February 6, 1998;
- (e) Grades 6-8 - Memorial School - Barrie from February 11 to 12, 1998 inclusive;
- (f) Grades 6-8 - W. H. Ballard School - Mt. St. Louis/Moonstone, February 26, 1998;
- (g) Grades 9-10 - Sir Allan MacNab School - Montreal from February 18 to 21, 1998 inclusive.
- (h) Grade 10 - Westdale School - Bruce National Park from May 27 to 29, 1998 inclusive;
- (i) Grades 9-OAC - Westmount School - Barrie (Horseshoe Resort), February 10, 1998.

### Rationale:

As per policy.

Jan. 22/98

/rt



#15

# The Hamilton-Wentworth District School Board

## Memorandum

**To:** Allan A. Greenleaf  
Director of Education

**From:** Don Grant  
Comptroller of Finance

**Subject:** Trustee Expense Policy

Approved for distribution  
by the Director.

Signature: Don Grant

Date: 1998.01.20

### Recommended Action:

Moved by: \_\_\_\_\_

That The Hamilton-Wentworth District School Board approve the trustee expense policy dated January 14, 1998.

### Rationale:

At the January 8, 1998 Committee of the Whole Board meeting the issue of trustee expense reimbursement was referred to administration and Heather Bullock and Eleanor Johnstone volunteered to meet with the Comptroller to review the matter. Accordingly, this meeting took place on January 14, 1998 and the attached Trustee Expense Policy was developed. Lucy Veerman, Acting Senior Financial Officer, and representatives from MacGillivray Partners Chartered Accountants were also in attendance at the meeting.

The attached draft policy appears to comply with the Education Act as amended by Bill 160 and is recommended to the Committee for approval.

*Don Grant*

DG/GdeJ  
1998-01-15  
attach.

## TRUSTEE EXPENSE POLICY

### POLICY STATEMENT

It is the policy of The Hamilton-Wentworth District School Board to reimburse trustees for out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member, in accordance with the administrative regulations.

### ADMINISTRATIVE REGULATIONS:

1. Travel to/from residence to attend a meeting of the board.

In respect of travel of a member of the board to and from his or her residence to attend a meeting of the board, or of a committee of the board that is held within the area of jurisdiction of the board, the board will pay the member an allowance at a rate per kilometre determined by separate policy.

2. Other Travel.

In respect of other travel incurred in connection with carrying out the responsibilities of a board member, the board will pay the member an allowance at a rate per kilometre determined by separate policy.

3. Other Expenses.

The Board will reimburse members for the following actual out-of-pocket expenses:

- ▶ Parking
- ▶ Long-distance Telephone Charges
- ▶ Telephone Line (one per Trustee)
- ▶ Other expenses as approved by specific Board resolution

4. Conference/Professional Development.

Annually the board will establish a budget for trustee conference/professional development (conventions, conferences, workshops, seminars). Each trustee will have access to an equal share of this budget for reimbursement of actual conference/professional development costs. All costs associated with a conference are to be charged against the conference budget: registration, meals, accommodation, travel and other. Maximum cost of meal reimbursement determined by separate policy.

5. Claim Procedures.

Claims for reimbursement of expenses shall be signed by the claimant and submitted for approval to the Superintendent of Business on the appropriate form. Original receipts are required to support all claims. Typically claims are prepared on a monthly basis. Expense claims not submitted by the September 15th following the fiscal year in which the cost was incurred will not be processed.



#17

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Allan A. Greenleaf, Director of Education & Secretary

FROM: Deborah Russon, Interim Superintendent of Human Resources

DATE: 1998 01 19

RE: Job Re-Evaluation for the Position of Employee Records Co-Ordinator

---

**Background:**

Pursuant to the Guidelines issued by the Education Improvement Commission, I am bringing forward a request for approval to pay an increase in compensation for the position of Employee Records Co-Ordinator.

On September 22, 1997, the position of Employee Records Co-Ordinator was re-evaluated under the former Hamilton Board's Job Evaluation Plan. The position has been re-evaluated in Job Grade 10 - \$39,002 - \$41,702 (previously Job Grade 9 - \$34,995 - \$37,695). The annual increase in compensation amounts of \$4,007 and is retroactive to July 14, 1995.

Under the terms of the PASS Employment Policies and Practices, any resulting change in compensation is effective from the date the Position Description Questionnaire is filed. The reason for the delay in evaluating this position has been due to the lack of trained evaluators, the composition of the evaluation team, and the number of evaluations performed for other employee groups.

This change in compensation was approved by the former Hamilton Board at the December, 1997 Board Meeting and it is being brought forward to the New District School Board for approval. A copy of the up-dated position description is attached.

**Issue:**

To provide a report to the Trustees regarding the recommended increase in compensation for the position of Employee Records Co-Ordinator.

*Handwritten signature*

1998.01.20

**Recommendation:**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that The Hamilton-Wentworth District School Board approve the job re-evaluation of the Employee Records Co-Ordinator and that the change in compensation be retroactive to July 14, 1995.

**Rationale:**

1. This position has not been re-evaluated since January, 1989 and has substantially changed over the past few years. The substantial changes are:
  - Preparation, co-ordination and compilation of information to complete the Ministry of Education - September Board Report. The report consists of twenty-one sections of data collection and two staff lists.
  - Responsible for training secretaries on up-dating the Employee Information System during the mass teacher assignments for February and September.
  - Responsible for trouble shooting for the users while they input data on the EIS as it relates to assignments.
  - Responsible for records management within the Human Resources Department as it relates to the file room, retention and storage of records (active and inactive records).
2. The re-evaluation of this position is part of the former Hamilton Board's maintenance program under Pay Equity.

Up-Dated Position Description - Employee Records Co-Ordinator

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<u>PERCENTAGE BREAKDOWN OF POSITION DUTIES &amp; ACTIVITIES</u>	
1. Employee Information System (New and Old)	35%
2. Annual Staffing Report (Budget Process)	30%
3. Personnel & Operations Board Reports	10%
4. Teacher Travel Allowances	
5. Term and Acting Appointments	
6. Wage & Salary Admin. (EIS requirements)	10%
7. Attendance ON-Line System (Access to assignments)	
8. QMF -- Query Managment Facility	
9. New EIS System Implementation	
10. General Correspondence/Mail/Phone Inquiries	
11. Resource Person to HR Managers/ Superintendents/ Trustees	
12. File Room - Human Resources	
13. Ministry Report for Director of Education	15%
TOTAL	100%

2) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p>1. <u>Employee Information System</u></p> <ul style="list-style-type: none"> <li>- maintain and co-ordinate all operational functions of employee records on the on-line Employee Information System for <u>all</u> Board of Education employees.</li> <li>- daily updating as well as mass updating for September and February Teacher Assignment changes etc.</li> <li>- Elementary and Secondary Senior Secretaries are now trained to update the NEW EIS system on-line in a template prepared for them.</li> <li>- updating in a timely fashion keeping in mind payroll deadlines and other user needs.</li> <li>--analyse and audit data in system by schools as to accuracy, pay factor etc.</li> <li>- information that needs to be updated:               <ul style="list-style-type: none"> <li>- creating information on system for a new employee</li> <li>- personal records of employee's                   <ul style="list-style-type: none"> <li>- i.e. name, address, phone</li> </ul> </li> <li>- promotion/transfers/leaves - assignment information</li> <li>- employee leaving employment</li> </ul> </li> <li>- monitor, verify, correct information in the Employee Information System as needed to keep the system up-to-date, accurate, etc. for all users needs. (i.e. Budget, Attendance System, Payroll processing etc.)</li> </ul> <p>Ensure that new employee's and promotional information has been approved by the Board in the appropriate process. Add the new employee to the EIS to ensure that employee is paid.</p> <p>SEE ATTACHED APPENDIX A for further details. <b>AND</b>  <b><u>SEE</u> - STAFF TRAINING/USER NEEDS</b></p>	
<p><u>Teacher Staffing Processes</u></p> <ul style="list-style-type: none"> <li>- Train and maintain liaison with Secretaries, Principals responsible for updating the E.I.S. during the mass teacher assignment changes in September and February of each school year.</li> <li>A program "STFL" is set up in the new EIS for mass changes.</li> <li>As well as training and trouble shooting for the users while they input the data I must analyze and monitor accuracies based on the position allocations to each school by the Teacher Staffing Co-ordinator by using a formula based on the collective agreement and mandates from the Trustees. I must monitor the number of employees that need to be placed in positions.</li> </ul> <p>Finalize all data to create the Teacher payrolls</p>	<p>TOTAL 100%</p>
<p>and checks and balances required during the process to make sure we are within Budget, Allocations by formula, teachers with no position but must be paid and subject allocations and assignments.</p>	



b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p><u>2. ANNUAL STAFFING REPORT</u></p> <ul style="list-style-type: none"> <li>- responsible for developing and preparing the Annual Staffing Report</li> <li>- this report/position inventory is used to establish the current and proposed Budget Bases for Salaries and Wages for the Board of Education's Budget for employees.</li> <li>- statistics are used by Trustee's, Senior Officials, Managers to project the number of positions for the next budget year that we require the dollars to be budgeted by the Finance Dept.</li> <li>- preparing, developing, creating and finalizing this report requires reconciliation of informatin from the EIS system, position and employee information in relation to our payroll costs as of December each year.</li> <li>- analyzing of payroll records compared to EIS records requires an auditing process to assure that we are paying and have enough money to pay the # of employee's the Board has approved to be in their position inventory</li> <li>- during this process - assist Budget Analyst and Manager of Budget to reconcile Budget \$ and F.T.E. to actual expenditures by Superintendency, Account General Ledger Function, etc. to justify, correct and verify data to be exhibited to Trustee's on reports during the year.</li> </ul> <p>example - why are our teaching cost lower than what was budgeted but our F.T.E.'s are according to budget proposals ?????  SEE ATTACHED APPENDIX B FOR FURTHER DETAILS</p>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
3 PERSONNEL AND ORGANIZATION BOARD COMMITTEE REPORTS PREPARED	
<p>Reports are created and prepared for submission to the Director of Education to be placed on the agenda of the monthly Personnel and Organization Committee meetings for Trustees and Senior Officials to receive for information and approval.</p> <p>I follow up any questions or concerns arising from the Board meetings as brought forward to me from the Superintendent of Human Resources or other Senior Officials.</p> <ul style="list-style-type: none"> <li>- I may need to clarify figures</li> <li>- prepare answers/explanation for Supt. of Hr to respond to Trustee's and Senior Officials if necessary</li> <li>- may need to prepare additional reports etc.</li> <li>-- prepare written communication for Supt. of Hr to respond to Trustee's or may be asked to communicate with the Trustee on an one-on-one basis therefore preparing materials and arranging meeting etc.</li> <li>to accomodate making sure they receive the information or clarification they are looking for in response to their query.</li> </ul>	
Presently I prepare 4 monthly reports for this committee - (see description next page)	
<p>These reports are due the first Wednesday of every month and must be as accurate as possible and be in top notch condition so that they can be presented to the Director to forward to the meeting with the Trustees I cannot say I am sorry but they are not done this is a requirement and I must make sure all my backup materials flow through to me in a timely manner so that I am able to prepare these reports. If my contacts have problems I must work with them to see how I can , accomodate them and still have my information from them in time to prepare my reports accordingly. I must be flexible, tactful and collaborative in making sure my reports are prepared with the data required and how I collect it.</p>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
3. PERSONNEL AND ORGANIZATION BOARD COMMITTEE - REPORTS PREPARED	
<p>1. Monthly Staff Report: <b>APPENDIX "C" #1</b></p> <ul style="list-style-type: none"> <li>- 1 page of columns of historical and current statistics showing F.T.E. information for each month (snapshot of Budget Book on 1 page)</li> <li>- information is broken out by occupational groups etc.</li> <li>- monthly student enrolments from on-line Student information System</li> <li>- staff variances are updated month to month</li> <li>- 1 column shows approved budget of positions F.T.E. for current year.</li> </ul> <p>2. Occasional Teacher Usage (Supply Teachers) <b>APPENDIX "D" #2</b></p> <ul style="list-style-type: none"> <li>- Monthly summary of previous month number of days broken down by reason for usage of supply teachers in Elementary and Secondary Schools.</li> <li>- statistics come from a report prepared by having timesheets/information put into a program to add # of days, calculate cost etc for the month</li> <li>- Manager of Payroll supplies me with the general ledger figures for the expenditures for the particular month</li> <li>- expenditures state costs each month for long and short term replacements</li> <li>- if there is a big increase etc in usage or expenditures find out reason i.e. - wage increase - special use (DARTS, IPRC's, WHMIS)</li> <li>- formula's within report calculate totals, percentages etc.</li> <li>- show expenses in relation to approved Budget - bring anything particular to the attention of Supt. of HR</li> </ul> <p>3. Temporaray Assistance Usage <b>APPENDIX "E" #3</b></p> <ul style="list-style-type: none"> <li>- report created from financial ledgers by Superintendency of expenditures each month</li> <li>- I then find out which areas had expenditures and look over the reasons why (which is contained in the Casual Clerical pay records and call out summary sheets of casual employees)</li> <li>- these expenses are for clerical, student, special projects etc.</li> <li>- Expenses in relation to approved Budget</li> <li>- follow-up if wrong charges of expenditures to the payroll system (perm payroll replacement vs extra help)</li> </ul> <p>4. Casual Assistance/Cleaner Usage <b>APPENDIX "F" #4</b></p> <ul style="list-style-type: none"> <li>- report created from information/data received from Caretaking Services as to what usage (# of days) and reasons why casual staff was used in the position of Caretaking and Cleaner</li> <li>- I calculated a cost factor based on hr rates, # of hours and number of days casual assistance/Cleaners were used.</li> <li>- expenditures analyzed in relation to Budget.</li> </ul>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p>4. <u>TRAVEL ALLOWANCE PAYMENTS &amp; AUTHORIZATION FORMS</u></p> <p>Staff that travel as part of the duties required in their assignments are eligible to receive mileage reimbursement payment according to their particular collective agreement and the Board's Travel Policy.</p> <p>In the role of EIS co-ordinator I am part of the committee that established the Board policy and assist with implementation and maintaining information out to the staff regarding changes to the policy of payment processess.</p> <p>I prepare the notice to the Principal to explain the procedure to be followed for all staff to be reimbursed for mileage. This notification is sent out in late August, but throughout the year schools may require additional information or clarification regarding claims, instructions etc. and I am the contact for Human Resources.</p> <p>The principal is to inform all staff at their particular location who have associated travel in their schedule that they are eligible for mileage reimbursement.</p> <p>The Principal signs/authorizes forms to verify that the information regarding mileage are correct and complete.</p> <p>The form is authorized by the principal and forwardd to the accounting Dept. for processing of a cheque.</p> <p>Human Resouces (EIS co-ordinator) will assist and follow up any discrepancies or concerns a staff member has regarding lost summary sheets, procedures, contacts in accounting etc.</p>	
TOTAL	100%



b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p><u>5/ TERM AND ACTING APPOINTMENTS</u></p> <p>Responsible for records at any given point as to what employees have a Term or Acting Appointment in their assignment as stated and approved by the Board to a particular position of responsibility. The specified term either stated in the Board recommendation or to be for a certain period of time because of contract language commitments.</p> <p>Board approved recommendations to the position of - Principal/Vice-Principal</p> <ul style="list-style-type: none"> <li>- Supervisors/Consultants</li> <li>- Heads-of Dept./Assistant heads</li> <li>- Administrative Appointments</li> <li>- Senior Officials</li> </ul> <p>Term and Acting appointments are information updated and maintained in the EIS system on a particular employee's record. This data must be kept up-to-date to make sure any reports or information required is as accurate as possible.</p> <p>I produce reports to be used by Senior Officials and Human Resources to identify who is on a Term or Acting Assignment and the dates applicable.</p> <p>Term and Acting appointments for Program Support Staff - i.e Co-ordinators/Consultants are detailed in the Staffing Report for resource material during the Budget process.</p> <p>Responsible to review and maintain records to be able to follow-up if an employee is eligible to be confirmed, extended or assigned to a different position at the end of their assignment etc.</p> <p>Information <sup>is</sup> obtained from Board recommendations and appointments approved by the Board for an individual or because of the position they are appointed to.</p>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p><u>WAGE AND SALARY ADMINISTRATION</u></p> <p>Assist this area with implementarion of data into the EIS data base.</p> <p>Wage &amp; Salary is responsible for the "JOBS" which include Occ Group titles pay cycle etc.</p> <p>I am a key player in the process to initiate the creating of data into the EIS that relates to Jobs/titles/positions.</p> <p>i.e. Budget process approves new positions, changes to particular "jobs" in the Board structure etc.</p> <p>I work with Wage &amp; Salary to implement the information required to be put into the EIS</p> <p>I advise as to the -location, department, F.T.E.</p> <ul style="list-style-type: none"> <li>- collaboration and team work</li> <li>- payroll background beneficial to advise of required information</li> <li>i.e. - department and function codes relating to pay cycle etc.</li> </ul> <p>If the job is not in the EIS system then I cannot proceed with my part of the EIS which is a particular position at an individual location for a particular F.T.E. etc.</p>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p><u>7 ATTENDANCE SYSTEM - ON-line</u></p> <p>The new on-line attendance system is based on Board employee's having an assignment with a stated F.T.E. for a job(s) at a particular location, beginning and ending on specified dates.</p> <p>Attendance records are maintained on-line by over 150 users of the new EIS system.</p> <p>The assignment information generated in the EIS system must be up-to-date, accurate and accessible to users as defined by the EIS security profiles authorized to the users of the system.</p> <ul style="list-style-type: none"> <li>- Liaison/consult with users and Attendance Records Clerk when access to an assignment or employee record is a problem, concern or needs clarification for the users of the system.</li> <li>- communicate and assist users over the phone and in person</li> <li>- make sure security access is correct and that access is only for the appropriate screen or fields eligible to be updated by individuals or viewing access only to certain screens.</li> </ul>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p><u>QMF - QUERY MANAGEMENT FACILITY</u></p> <p>This is an on-line computer program to facilitate data access of information contained in the new EIS system to create inquiries into data and compile information from the data in to system into report form.</p> <ul style="list-style-type: none"> <li>- QUERY - inquiring and connecting capability by an individual to access, set criteria and retrieve information from the EIS data</li> <li>- the QMF prepared/written and created on-line defines what information I would like to extract from EIS to create reports with statistics, calculations, names, assignments etc.</li> <li>- user sets such things as sort sequences, format of report, calculation criteria</li> <li>--this--program accesses "tables" that are information banks (data) in the system to set up procedures with logic to retrieve and create reports etc. with many variables.</li> <li>- data can be selected by occupational group, location, F.T.E., union affiliation job number etc. and then it can be sorted and divided and a decision made as to layout and what data will be printed in the final document.</li> </ul>	
<p><u>INTEGRATED FINANCIAL AND HUMAN RESOURCES SYSTEM (new EIS)</u></p> <ul style="list-style-type: none"> <li>- resourceful participant to Board programmers, outside consultants/programmers to assist in the creation, development and implementation of an extensive employee information system linked with our financial system.</li> </ul> <p>The expertise in conjunction with knowledge of the system policies, procedures and business rules help in the automation requirements that are needed to have a system that will increase our effectiveness in management of employee data.</p> <ul style="list-style-type: none"> <li>- must possess a working knowledge of all HR &amp; payroll dept. functions and needs to be able to provide direction and hands-on experience to computerize many of the day-to-day functions and responsibilities required by approximately 200 client who are responsible for operating and updating the on-line employee/payroll system for attendance, payroll needs etc.</li> </ul>	
TOTAL	100%



b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p><u>GENERAL CORRESPONDENCE/MAIL/PHONE INQUIRIES/CONTACTS</u></p> <ul style="list-style-type: none"> <li>- <u>Employee Credit/Employment Verification</u></li> </ul> <p>Verify and confirm information regarding employment for a financial institution that may be requiring information to enable them to approve loan applications, rental approval etc.</p> <ul style="list-style-type: none"> <li>- Credit Unions</li> <li>- Banks, Visa Centres/Mortgage Dept.</li> <li>- Credit Bureau</li> <li>- Rental - property managers etc.</li> </ul> <p>Questions responded to in proper manner according to FOI and our policies</p> <ul style="list-style-type: none"> <li>- how long on staff</li> <li>- present position</li> <li>- location.</li> <li>- salary confirmation or range</li> <li>- name, address</li> <li>- hours of work</li> </ul> <p>Information is only verified and confirmed according to FOI etc. Confidentiality, mature manner, tactfulness are required.</p> <p><u>Miscellaneous</u></p> <ul style="list-style-type: none"> <li>- help HR dept staff interpret EIS employee system data               <ul style="list-style-type: none"> <li>- what information is available, where to look , how to retrieve and understand data in system.</li> </ul> </li> <li>- assist in department general inquires - job postings/advertisements               <ul style="list-style-type: none"> <li>- are we hiring</li> <li>- benefit forms etc.</li> </ul> </li> <li>- help with special mailings</li> </ul>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p><u>10. GENERAL CORRESPONDENCE/MAIL/PHONE INQUIRIES/CONTACTS</u></p> <ul style="list-style-type: none"> <li>- upon receiving a phone call, letter or memo I prepare any pertinent information, conduct necessary research to find reply/answers and then either respond directly or forward to the appropriate Bd. Dept. accordingly.</li> <li>- if necessary bring item to the attention of Supt. of Hr. or Manager Employee Relations for discussion, plan of action and response if necessary.</li> <li>- Liaison with other Boards of Education and Area Employers i.e. City/Region request for staff statistics for a particular geographic area. Position data - how many Superintendents do we have etc.</li> <li>- must be aware of changes within the Board with regards to position information, job titles etc. to be able to respond appropriately - past and present information</li> <li>- Some responses may require knowledge of collective agreement changes.</li> </ul>	
<p><u>11. RESOURCE PERSON</u></p> <p>Contact and interaction with HR Managers and staff as well as other Board Departments, schools when they are seeking advice regarding various issues or clarifying procedures relating to employee information needs etc.</p> <ul style="list-style-type: none"> <li>- identifying missing information</li> <li>- brainstorm, evaluates solution with contact</li> <li>- respond &amp; communicate when others are requesting data, information, may suggest and/or give direction to identify problem, help by problem solving and/or implementing solution.</li> </ul> <p>i.e. - position F.T.E.</p> <ul style="list-style-type: none"> <li>- follow-up for further details because of Board recommendation</li> <li>- costings</li> <li>- missing information</li> </ul> <p>Participate and act as resource personnel as required in a variety of Human Resources related committee's and special projects, including acting as an HR representative on system ad hoc committees.</p> <p>ie. - IIS Project Team</p> <ul style="list-style-type: none"> <li>- Teacher Staffing Process</li> </ul>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p><u>Records Management - File Room</u></p> <p><u>File Room - Storage Room for :</u></p> <p>(a) Active Files for all probationary, permanent employees</p> <p>(b) In-active Files for resignations, retirements within 2 year span. (to be microfiched after 2 years of inactive storage)</p> <p>Personnel files have information that is retained in staff files according to limits based on legislative &amp; administrative requirements in the Board's retention schedule. Employee records are microfiched or shredded after the expiry of the retention period is reached.</p> <p>The employee file shall consist, of the following:</p> <ul style="list-style-type: none"> <li>- initial resume</li> <li>- internal applications</li> <li>- benefit enrollment forms</li> <li>- salary calculations</li> <li>- accident reports</li> <li>- certification of level placement</li> <li>- evaluations and appraisals</li> <li>- requests from the employee for correction or deletion of personal information</li> <li>- WCB compensation settlements</li> <li>- LTD insurance <del>confirmation</del> confirmation</li> <li>- Resignation, retirement, termination letters</li> <li>- gratuity and pension records</li> <li>- death certificate</li> </ul> <p>On retirement, terminations, resignation or death of an employee, the employee file will become inactive for a two (2) year period. The records will be purged in accordance with Human Resources minimum requirements guidelines, and the files sent to an outside agency for microfiching in August of each year (Microfiching may depend on \$ in the budget before processing)</p> <p>The original documents will be disposed of by the outside agency, who will Provide Human Resources with a written Notice of Destruction.</p>	
TOTAL	100%

# 10 POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY ACTIVITY	% OF TIME
<p>12 Access by Employee The employee may request access to their individual file(s) at any time during their employment with the Hamilton Board of Education, by mutually agreed appointment, and under supervision of HRS personnel. A request may also be made to view the automated employee records and for those records to be reproduced to hard copy documents.</p> <p>Access by Administrative Personnel Employee information may be accessed by the following school board personnel without consent of the individual:</p> <ul style="list-style-type: none"> <li>- supervisory officers</li> <li>- principals</li> <li>- duly regulated HRS staff</li> <li>- investigative or law enforcement activities leading to action by HRS</li> </ul> <p>Third Party access may be requested and permission granted by HRS. i.e Union steward</p> <p>Permission form the employee must be granted.</p> <p>Access by Outside Agents - i.e. Crown order or court subpoena Provincial ministries e.e. Education, Community &amp; Social Services, Human Rights. Access will be given without employee consent.</p> <p>Every employee has the right to request correction or removal of personal information in their individual file. The request must be submitted in writing according to Board policies and collective agreement language.</p> <p>Management of Central files. All personnel files active or in-active are in a central file room in a secure area located In Human Resources. Access to the file area is monitored by HRS staff and the removal of employee records is documented through an automated tracking system. During the employment period of the employee - documents, copies of correspondence, forms etc. are filed in each individual employee's file by HR staff as required. At the end of the retention period, employee records are disposed of in one of the following methods: a) microfiched and retained permanently (b) shredded to preclude re-assembly and to ensure complete confidential disposal.</p>	
TOTAL	100%



2) POSITION DUTIES AND ACTIVITIES (CONT'D)

DUTY ACTIVITY	% OF TIME
<p>12 <sup>continued</sup></p> <p>Role consists of (a) responding to problems associated with the retention and destruction of information.</p> <p>(b) arranging for microfiching of records.</p> <p>(c) co-ordination of filing during break periods (casual assistance)</p> <p>(d) assist HRS staff with queries regarding access or queries regarding Freedom of Information Guidelines relating to access, removal etc.</p> <p>(e) co-ordinating the retrieval of missing files</p> <p>(f) updating name changes on files</p> <p>(g) other inquiries where applicable</p>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p><u>B</u> MINISTRY OF EDUCATION - BOARD REPORT</p> <p>The "September Board Report" that is prepared by the incumbent in this position consists of twenty one sections and two Staff Lists of data collection requirements for the Ministry report.</p> <p>This report is a snapshot of enrolment and staff as of October 31st each year. Data information is required to be compiled and entered into a microcomputer diskette provided by the Ministry of Education.</p> <p>The data in this report is used to calculate the Legislative Grants payable to our Board based on many statistics in the reports many sections - i.e staff numbers by Full-time Equivalents (FTE's)</p> <ul style="list-style-type: none"> <li>male, female breakdowns</li> <li>enrolments</li> <li>subjects taught</li> <li>central office and administrative staff</li> </ul> <p>Must prepare report to reflect positions and staff data relating to personnel on the Board's payroll and those budgeted to the day-school program as of October 31st.</p> <p>Statistics are broken down according to the following throughout the sections in the report - position - Teacher</p> <ul style="list-style-type: none"> <li>- Ed. Assistant</li> <li>- Clerical</li> <li>- Cleaners/ Caretakers</li> <li>etc. etc.</li> <li>- by panel - Elementary, Secondary or French</li> <li>- full and part-time status</li> <li>- gender breakdown</li> </ul> <p>Information related to the F.T.E.'s for Principals, Vice-Principals and Teachers in each school must agree with those listed on the <del>xxxx</del> "Teaching Staff" list of each school as prepared by each individual school and forward to Research Dept.</p> <p>All Board personnel must be reported under the category in the report that most closely fits their area of major responsibility.</p> <p>Some of the sections relate to other sections and are cross-validated therefore it is important to maintain consistent categorical definitions i.e. - if a staff member is identified as a para - professional in Section A1 then he or she should also be included in this category in subsequent sections.</p>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME
<p>13 / <u>MINISTRY OF EDUCATION - BOARD REPORT (continued)</u></p> <p>Teacher information is recorded under the appropriate columns according to the panel, language of instruction and program</p> <p>i.e. - technical teachers          - ESL teachers          - Special Education by type of exceptionality</p> <p>The incumbent in this position will meet with Supt. of Program, Project Team Leaders &amp; Consultants and other central dept. staff to request information, clarify details or statistics to make sure the information is recorded accurately and in the appropriate section of the report.</p> <p>The Ministry of Education includes a very basic book of instructions that are not always clear in defining what goes where and how to figure it out.</p> <p>The incumbent in this position is responsible on behalf of the Director of Education to co-ordinate the data collection from all sources whether it be from other departments or requesting reports and analyzing them to create data as requested by the Ministry in completing the report in a timely manner.</p> <p>Departments that are contacted to meet requirements of report:          Computer Services, Continuing Education, Program, Budget, Payroll, Supt. of Schools, Social &amp; Interpersonal Skills,          Information requested. -- International Lang. enrolments, and instructors.          - Supervised Alternative Learning for excused Pupils,          - Suspensions, appeals and Violent Incidents,          - School and /or Board Imposed Non-Attendance Students          - Salary information</p> <p><u>Salary Information</u></p> <p>Several sections of the report request data for the purpose of monitoring the status of women employees and the implementation of affirmation action and employment equity programs in school boards, therefore data by gender and salary range is broken down according to the Ministry report. Some areas of the report are by head count of staff only whereas other sections collect data by full time equivalent (F.T.E.) only.</p>	
TOTAL	100%

b) POSITION DUTIES AND ACTIVITIES (cont'd)

DUTY/ACTIVITY	% OF TIME						
13/ MINISTRY OF EDUCATION    BOARD REPORT (continued)							
<p>When Finalizing the report in the program on the diskette provided by the Ministry a "VALIDATION" function is performed that will take the data and add, subtract or cross - validate data with another section of the report.</p> <p>Error messages will occur and must be cleared up with the correction and/or changing of the information within the report before it is submitted to the Director for signature and forward to the Ministry.</p> <p>This report is critical to our Board's financial status in relation to receiving accurate grant monies from the Ministry each year. The report is also most critical to the financial planning process of the Ministry of Education.</p> <p>The report and diskette is forwarded to the Ministry under the signature of the Director of Education. The Employee Records Co-ordinator is the contact and liaison with the Ministry of Education with regards to data contained in the report.</p> <p>While preparing the report and by issuing a final copy to the Manager of Budget Dept. they can estimate the projected Legislative Grants that we might receive from the Ministry based on information in the report.</p> <p>An example of a discrepancy could be</p> <table><tr><td>Tech Teacher Secondary</td><td>94.0</td><td>in 1994</td></tr><tr><td></td><td>77.0</td><td>in 1995</td></tr></table> <p>Questions and reassurance from me to explain that the figures are indeed accurate because we will be losing a high \$ amount of grants in this area. Report taken to Trustees to reflect this in the Budget Departments estimates for the financial status of the Board.</p> <p>SEE ATTACHED APPENDIX G.</p>	Tech Teacher Secondary	94.0	in 1994		77.0	in 1995	
Tech Teacher Secondary	94.0	in 1994					
	77.0	in 1995					
TOTAL	100%						



1998 01 20

#17

To: The Chair and Members  
The Hamilton-Wentworth District School Board

From: Allan A. Greenleaf, Director of Education and Secretary

Re: REQUEST OF THE ENVIRONMENTAL APPEAL BOARD

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**RECOMMENDED ACTION:**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
THAT THE BOARD APPROVE THE USE OF THE BOARDROOM FOR PUBLIC  
HEARINGS BY THE ENVIRONMENTAL APPEAL BOARD AND THAT THE BOARD  
DETERMINE WHETHER OR NOT RENTAL CHANGES SHOULD BE LEVIED.

Environmental Assessment Board  
Environmental Appeal Board

P.O. Box 2382  
2300 Yonge St  
Suite 1201  
Toronto ON M4P 1E4

Tel: 416/314-4800  
Fax: 416/314-4508

Commission des évaluations environnementales  
Commission d'appel de l'environnement

C.P. 2382  
2300, rue Yonge  
Bureau 1201  
Toronto ON M4P 1E4

Tél.: 416/314-4800  
Télééc.: 416/314-4508



Ontario

VIA FAX

January 15, 1998

Mr. Ray Mulholland  
Chairman  
Hamilton-Wentworth District School Board  
100 Main Street West  
Hamilton, Ontario  
L8N 3L1

Dear Mr. Mulholland:

Re: Appeal by Frank Levy  
Our File: 00674.A1, 00675.A1, 00676.A1

I am writing to you on the advice of Ms. Barb Hardmen regarding the use of the Hamilton-Wentworth District School Board's boardroom by the Environmental Appeal Board to hold a public hearing. We would require use of the boardroom on the following dates:

Tuesday, February 3	9:30 a.m. - 2:00 p.m.
Monday, February 16	9:00 a.m. - 4:30/5:00 p.m.
Tuesday, February 17	9:00 a.m. - 4:30/5:00 p.m.

Could you please advise us as soon as possible as to whether the room would be available for the Environmental Appeal Board's use on those dates. I also understand there may be a charge for the use of the room; if so, could you please inform us what that charge would be.

Thank you for your assistance in this matter.

Yours truly,

A handwritten signature in cursive script that reads "Marlene Mills".

Marlene Mills  
Records Officer

cc: Allan Greenleaf, Director,  
Hamilton-Wentworth District School Board

1998 01 20

#18

To: The Chair and Members  
The Hamilton-Wentworth District School Board

From: Allan A. Greenleaf, Director of Education and Secretary

Re: MEMBERSHIP FEES

---

**RECOMMENDED ACTION:**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
THAT THE MEMBERSHIP FEES FOR THE CANADIAN EDUCATION  
ASSOCIATION AND THE ONTARIO EDUCATIONAL RESEARCH COUNCIL BE  
REFERRED TO THE BUDGET PROCESS FOR CONSIDERATION.

**Background**

It is my understanding that past practice at the former Hamilton Board was to place the memberships in the above organizations before the trustees for approval

Due to the uncertainties regarding funding, however, it would seem more appropriate to refer their consideration to the stub year budget process and the above recommendation is, therefore, made accordingly.



November 28, 1997

Mr. Merv Matier  
Acting Director of Education  
Hamilton Board of Education  
P.O. Box 2558, 100 Main Street West  
Hamilton, Ontario L8N 3L1

Dear Mr. Matier,

**Re: Information Service - Subscription Renewal**

Your board's subscription to the CEA Information Service will expire on December 31, 1997. We know that amalgamation of boards will require many changes in your jurisdiction. We invite you to renew your subscription for the upcoming transition year to provide continuity of services. We will be pleased to make adjustments to the Service as the integration of systems proceeds.

Last year, in addition to the usual benefits of the Information Service, we had added the following features that we are pleased to extend to your board once again:

- no price increase
- a membership in CEA for no additional fee
- a 10% discount on our client information service

The attached flyer will explain in more details all the services that CEA provides with your subscription, but I wish to draw your attention to two items in particular.

The CEA Convention will take place in Quebec City in July 1998, jointly with the Canadian School Boards Association (CSBA). On the theme *Beyond 2000*, the joint Congress will discuss four particular themes: *Learning to know*, *Learning to do*, *Learning to be* and *Learning to live together*.

I also want to highlight the *Information Plus Service*. At a time when boards have fewer resources and more work than ever, you may want to call on CEA to do some research for you, at a reasonable price, and in total confidence. Our researchers and writers can quickly provide you with the background information you need in support of policy decisions. Topics we have reported on for clients include: statistics and financing arrangements for Jewish students in private schools; school building partnerships with the private sector; an assessment of school guidebooks, and; encouraging secondary school improvement.

We look forward to your renewing your subscription. If you require further information, please do not hesitate to call me or Brigitte Lee at the CEA office.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Penny Milton'.

Penny Milton  
Executive Director

PM:mtd  
Attach.

Canadian Education Association / Association canadienne d'éducation  
Suite 8 - 200, 252 Bloor Street West, Toronto, Ontario M5S 1V5  
T: 416 924 7721 F: 416 924 3188 E: [acea@hookup.net](mailto:acea@hookup.net)





November 28, 1997

INVOICE No. 051

Mr. Merv Matier  
Acting Director of Education  
Hamilton Board of Education  
P.O. Box 2558, 100 Main Street West  
Hamilton, Ontario L8N 3L1

GST - No. R100763416

RENEWAL									
Subscription - CEA Information Service January 1, 1998 to December 31, 1998									
_____ X _____ ¢ (number of students as of September) (see fee structure below)	\$ _____								
<table><tr><td>Fewer than 3,500 students</td><td>\$345.00</td></tr><tr><td>Between 3,501 and 40,000</td><td>10¢ per student</td></tr><tr><td>Between 40,001 and 80,000</td><td>9¢ per student</td></tr><tr><td>Over 80,000</td><td>8¢ per student</td></tr></table>	Fewer than 3,500 students	\$345.00	Between 3,501 and 40,000	10¢ per student	Between 40,001 and 80,000	9¢ per student	Over 80,000	8¢ per student	
Fewer than 3,500 students	\$345.00								
Between 3,501 and 40,000	10¢ per student								
Between 40,001 and 80,000	9¢ per student								
Over 80,000	8¢ per student								
TOTAL	GST NIL \$ _____								



## INFORMATION SERVICE Services and Publications Offered

### 1. An Organization Membership

This free membership entitles your board to a discount for one delegate at the CEA Convention, a reduced fee for CEA-organized seminars, and the right to vote at the annual general meeting.

### 2. Priority Access to CEA Information Resources

Our subscribing boards get priority access to our information services for answers to their quick queries on education.

### 3. A Discount on CEA's *Information Plus Service*

For your more in-depth research needs, CEA will carry out information summaries or analyses on topics that your school board or district does not have the time or expertise to do itself. Your school board will be entitled to a 10% discount on the fee charged.

### 4. Multiple Copies of all CEA Publications

Information Service Boards receive multiple copies of all CEA publications for distribution to senior administrators and officials. For the *Newsletter*, you may want to send a copy to each school principal.

#### 1998 Publications

*CEA Newsletter* — The new focus of the *Newsletter* has made it easier to keep abreast of the important education news across the country, highlighting innovations, trends and challenges.

*Education Canada* — The CEA magazine provides education leaders with thought-provoking and reader-friendly articles on education policies and practices. The 1998 magazine will be redesigned and refocused to broaden its appeal.

*The School Calendar* — This publication, listing school opening and closing days and holidays for each province and territory, was totally revised and expanded in 1997 to ensure easier consultation.

*The CEA Handbook* — The usefulness of this compact, colour-coded education directory makes it a must for every school administrator. Five copies are sent to your school board in each January.

*School Success* — This publication will provide a thoughtful summary about current research and experience with success and failure in public schools. It will look at the best practices which contribute to successful schools.

*Connections* — In 1997 CEA launched the publication series *Connections* offering brief but essential reviews of the research literature on current public policy concerns. The first publication was *Class Size, Academic Achievement and Public Policy* by Suzanne Ziegler.

### 5. Special Bulk Discount

School boards wishing to order more copies of reports than they automatically receive benefit from a 20% discount on 1-19 copies and a 25% discount on 20 copies or more.

**OERC** *The Ontario Educational Research Council*

**CORP**

*December 12, 1997*

## *Invoice*

*1998 Membership*

To: *Donald Goodridge  
Director of Education,  
Hamilton Board of Education*

*2-0*

*Att'n:*

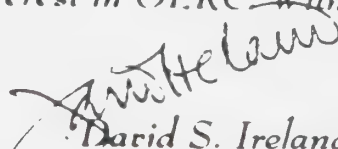
*Your BOARD'S MEMBERSHIP in the Ontario Educational  
Research Council for 1998 is now due:*

*Please remit \$750.00 to OERC at the address below.*

*On behalf of OERC, I hope that you will continue your generous support  
of the Council's work helping teachers to carry out research in their  
classrooms by:*

- funding teachers with grants to do research in their own  
classrooms*
- providing a forum for teachers to present their research at the  
Annual Conference (December 3 & 4th in 1998)*
- publishing their research in the OERC newsletter Reporting  
Classroom Research*

*Thank you for your interest in OERC With best wishes for the  
holidays,*

  
*David S. Ireland,  
Past-President and  
Executive Administrator*

*P.O. Box 74163, 35 Beechwood Avenue, Ottawa, Ontario K1M 2H9  
Tel: 613 744 4345 Fax: 613 744 7507 e-mail: direland@cyberus.ca*





*C O R R E S P O N D E N C E*





# HILLCREST MIDDLE SCHOOL

460 Melvin Avenue, Hamilton, Ontario L8H 2L7

Telephone: (905) 549-3076

#19

1998 01 16

OFFICE OF THE

JAN 19 1998

TO: Mr. A. Greenleaf  
Director & Secretary-Treasurer  
Hamilton Wentworth District School Board

DIRECTOR OF EDUCATION

FROM: Norma Rookwood  
Chairperson, Black History Committee

Attached is a copy of a memorandum that was sent out by your predecessor last year. I am hoping that you will send a similar memo out this year.

*Norma Rookwood*



## MEMORANDUM

DATE: January 15, 1997

TO: Trustees, Senior Management, Principals, Subject Coordinators, Consultants

FROM: Donald W. Goodridge,  
Director of Education and Secretary

RE: BLACK HISTORY MONTH - FEBRUARY, 1997

The Board's policy "Towards Race Relations and Ethnocultural Equity" promotes:

- an environment which respects and celebrates the racial, ethnic, religious and cultural plurality of our society.
- policies, programs and school environments which encourage all students, employees, parents, trustees and members of our wider community to fully contribute to and benefit from our rich multi-racial society.

A number of initiatives is being undertaken at the School and Board level. One effort to demonstrate this commitment is the celebration of Black History Month in February, 1997. Initiated in the United States in 1926, Black History Month is recognized across Canada with ready-made opportunity to enhance and increase groups making up our rich multi-cultural society.

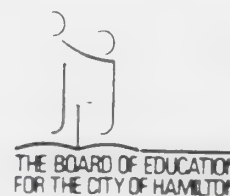
A staff committee continues to work at gathering curriculum resource material and to set up opportunities for special educational events during the month. Enclosed is material that may be of assistance during this month.

This is merely one component of a multi-cultural education in which every child has the chance to benefit from the cultural heritage of others, as well as his or her own.

Donald W. Goodridge  
Director of Education  
City of Hamilton

Education Centre  
100 Main Street West  
P.O. Box 2558  
Hamilton, Ontario, L8N 3J1

Tel 416 521 2501  
Fax 416 521 2539





#20

From: Thomas Butterworth <dfs@bigwave.ca>  
To: WCBE.BOARD\_OFFICE(greenlea)  
Date: 1/16/98 10:18pm  
Subject: Proposed Accomodation Committee

Hello Mr. Greenleaf,

In view of the elementary panel accomodations shortage within the Flamborough Cluster, the Guy B. Brown Home & School is forming a Needs Committee. This undertaking will be working in concert with the remaining Flamborough Schools.

The L.E.I.C. sub-committee recommended that a new committee be formed to investigate the overall accomodations required for the new board by March of 1998. We are requesting that a minimum of one delegate from our Needs Committee be considered for participation in this process.

Looking forward to our continued good working relationship,

Yours truly,

Tom Butterworth  
E-Mail dfs@bigwave.ca



*THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD*

*COMMITTEE OF THE WHOLE - JANUARY 29, 1998*

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Approval of Agenda

R. Woodworth

ACTION ITEMS:

3. Personnel Report

A. Greenleaf

[Please note: Report will be distributed at the meeting.

There will be recommendations relative to Secondary Second Semester Staffing and two promotions to the level of consultants (.5) in the Program Department]

URBAN MUNICIPAL

FEB 5 1998

GOVERNMENT DOCUMENTS





**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

**REGULAR BOARD MEETING - JANUARY 29, 1998**

**8:00 p.m.**

**A G E N D A**

**8:00 p.m.**

1. Call to Order
2. Opening Reading/Prayer
3. Public Question Period
4. Approval of Minutes (January 15, 1998)
5. Business Arising from Minutes
6. Approval of Agenda

R. Mulholland

**ACTION ITEMS:**

7. Committee of the Whole Board Reports (22nd and 29th)
8. Adoption of In-camera Session Report
9. Trustee Motion
10. Transitional Issues
11. Update: Ministry of Labour Order re Ancaster High School
12. Superintendents' Administrative Assignments
13. Questions of Committee of the Whole Chairman
14. Chairs' Reports
  
15. O.P.S.B.A. Report

R. Woodworth  
R. Woodworth  
R. Woodworth  
M. Matier  
B. Thomson  
A. Greenleaf  
  
R. Mulholland/  
R. Woodworth  
B. Wallace

**CORRESPONDENCE:**

16. Barton School Council re repairs to the school building (P. Gillie)
17. Minister of Education and Training re 1997-98 School Year Calendars
18. Balaclava Public School re Reciprocal Use of Facilities (W. Joudrie)
19. Sue Carr re Music Program

**DISTRIBUTION:**

Nil

20. Public Questions of Clarification

BRAND MUNICIPAL

FEB 5 1998

GOVERNMENT DOCUMENTS

**Future Meetings:**

Committee of the Whole

February 5, 1998

8:00 p.m.



**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

Minutes of the Open Session of the Regular Board Meeting of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 15, 1998.

**Those present:**

Ray Mulholland, Chair  
Reg Woodworth, Vice-Chair  
Judith Bishop  
Heather Bullock  
Janice Dewar  
Wes Hicks  
Eleanor Johnstone  
Lillian Orban  
Laura Peddle  
Joe Rogers  
Bruce Wallace

**In attendance:**

Allan A. Greenleaf, Director of Education and Secretary-Treasurer  
Ken Bain, Interim Assistant Superintendent of Schools  
Elizabeth Bond, Superintendent of Program  
Krys Croxall, Superintendent of Schools  
Pat Gillie, Superintendent - Administrative and Operational Services  
Don Grant, Comptroller of Finance  
Wayne Joudrie, Superintendent of Schools  
Merv Matier, Superintendent of Transitional Services  
Murray Quinn, Superintendent of Schools  
Debbie Russon, Interim Superintendent of Human Resources  
Stew Thompson, Assistant Superintendent of Schools  
Janice Tomlinson, Interim Assistant Superintendent of Program  
Lucy Veerman, Acting Senior Financial Officer  
Ken Waters, Superintendent of Schools

**IN-CAMERA SESSION:**

The Chair called in-camera session 7:05 p.m.

The Chair called the open session to order at 8:10 p.m.

**OPENING READING/PRAYER**

R. Mulholland read the following verse, reprinted at B. Wallace's request:

*One song can spark a moment,  
One flower can wake the dream.  
One tree can start a forest,  
One bird can herald spring.  
One smile begins a friendship,  
One handclasp lifts a soul,  
One star can guide a ship at sea,*

*One word can frame the goal.  
One vote can change a nation,  
One sunbeam lights a room.  
One candle wipes out darkness,  
One laugh will conquer gloom.  
One step must start each journey,  
One word must start each prayer.  
One hope will raise our spirits,  
One touch can show you care.  
One voice can speak with wisdom,  
One heart can know what's true,  
One life can make the difference,  
You see, it's up to you.*

**3. PUBLIC QUESTION PERIOD**

Nil.

**4. APPROVAL OF MINUTES - JANUARY 5, 1998**

**RESOLUTION #98-9: IT WAS MOVED BY J. ROGERS, SECONDED BY J. DEWAR THAT THE MINUTES OF JANUARY 5, 1998 BE APPROVED AS DISTRIBUTED. CARRIED UNANIMOUSLY.**

A. Greenleaf requested the members to call his office with any concerns or corrections to minutes in advance so that any changes sought can be noted by memorandum to all trustees and read clearly into the minutes.

**5. BUSINESS ARISING FROM THE MINUTES**

**OPSBA REPRESENTATION**

L. Veerman reported that, in response to a question at the January 8 Committee of the Whole meeting, OPSBA has indicated its membership fee is formulated to meet regular operating expenditures and no portion of the fee is related to other items such as a legal defense fund.

A. Greenleaf drew the members' attention to the correspondence placed on their desks from the Education Improvement Commission regarding the Board's authority to determine whether or not to proceed with Honeywell Energy Reduction Program.

**6. APPROVAL OF AGENDA**

**RESOLUTION #98-10: IT WAS MOVED BY L. ORBAN, SECONDED BY H. BULLOCK THAT THE AGENDA BE APPROVED. CARRIED UNANIMOUSLY.**

**7. COMMITTEE OF THE WHOLE BOARD REPORT**

**RESOLUTION #98-11: IT WAS MOVED BY R. WOODWORTH, SECONDED BY B. WALLACE: THAT THE COMMITTEE OF THE WHOLE BOARD REPORT DATED JANUARY 8, 1998 BE ADOPTED AS FOLLOWS:**



1. TABLED MOTION RE: TRUSTEE EXPENSE/TRAVEL ALLOWANCE POLICY:  
THAT THE MATTER OF TRUSTEE EXPENSE REIMBURSEMENT ALONG WITH POLICIES OF BOTH PREVIOUS BOARDS BE REFERRED TO ADMINISTRATION.
2. S.E.A.C. APPOINTMENTS:  
THAT THE FOLLOWING INDIVIDUALS BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE:  
BEVERLY SHEPARD (ARLENE KAPPHEIM - ALTERNATE) ASSOCIATION FOR BRIGHT CHILDREN  
VICKY WYLSO-SHER (TERESA SIMMS-OBIDI - ALTERNATE) AUTISM SOCIETY ONTARIO, HAMILTON-WENTWORTH CHAPTER  
ROBERT PETERS - CANADIAN NATIONAL INSTITUTE FOR THE BLIND  
CARMELA VIDIC - CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS  
BEVERLY PUPILS (LISA INNES - ALTERNATE) - DOWN SYNDROME ASSOCIATION OF HAMILTON  
BRYAN SHIELDS - HAMILTON ASSOCIATION FOR COMMUNITY LIVING  
LINDA BURNS - HAMILTON COUNCIL OF HOME AND SCHOOL ASSOCIATIONS  
NALDA DALZIEL - HAMILTON DISTRICT SOCIETY FOR DISABLED CHILDREN  
VICTORIA E. KERR JASKIEWICZ - HAMILTON AND DISTRICT EASTER SEALS PARENT DELEGATE GROUP  
SUE BRAMBERGER (CATHARINE FLATT - ALTERNATE) HAMILTON-WENTWORTH COMMUNITY CARE ACCESS CENTRE  
DAVE BUCSIS (TOM PARKER - ALTERNATE) LEARNING DISABILITIES ASSOCIATION OF HAMILTON-WENTWORTH  
THOMAS MUST (DONNA LAZAR - ALTERNATE) ONTARIO ASSOCIATION FOR FAMILIES OF CHILDREN WITH COMMUNICATION DISORDERS  
DR. LINDA ARCHER - ONTARIO PSYCHOLOGICAL ASSOCIATION  
CHARLOTTE VLAHOVIC - THE CHILDREN'S AID SOCIETY OF HAMILTON-WENTWORTH  
HAL BUSHEY - CHOICES
3. APPLICATION FOR APPROVAL OF AGREEMENT:  
THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD PROCEED WITH THE ENERGY MANAGEMENT PROPOSAL FOR ANCASTER HIGH SCHOOL AS PRESENTED BY HONEYWELL, SUBJECT TO LEGAL REVIEW AND SUBJECT TO WRITTEN VERIFICATION FROM THE EDUCATION IMPROVEMENT COMMISSION.
5. RENTAL REQUEST RE: JERSEYVILLE SCHOOL:  
THAT CORRESPONDENCE FROM STEVEN AND ALISON WILL REGARDING CONTINUED USE OF JERSEYVILLE SCHOOL BE RECEIVED.
6. INVOICE RE: 1998 HAMILTON DISTRICT SCIENCE & ENGINEERING FAIR:

THAT THE INVOICE FOR TRUSTEES FEES FOR THE 1998 HAMILTON DISTRICT SCIENCE AND ENGINEERING FAIR BE REFERRED TO ADMINISTRATION.

7. RECOMMENDED PROCESS FOR DETERMINING STAFF PLACEMENTS:  
THAT THE PROCESS FOR PLACEMENT OF STAFF, AS RECOMMENDED BY EXECUTIVE COUNCIL, BE APPROVED.
8. IMPACT OF CHANGE OF PAYMENT SCHEDULE:  
THAT THE SEPARATE SCHOOL BOARD REPRESENTATIVES BE CONTACTED TO ATTEND A MEETING WITH THIS BOARD'S REPRESENTATIVES AND CITY OF HAMILTON OFFICIALS TO DISCUSS THE REVISED PAYMENT SCHEDULE AND THAT A REPORT BE BROUGHT BACK TO COMMITTEE.
9. SENIOR ADMINISTRATIVE MODEL:  
THAT THE 13-POSITION SENIOR ADMINISTRATIVE STRUCTURE MODEL BE APPROVED AS PRESENTED, AND THAT THE DIRECTOR OF EDUCATION PROCEED WITH THE APPROPRIATE SUPERVISORY OFFICER PLACEMENT PROCESSES AS REQUIRED FOR REPORT TO THE COMMITTEE OF THE WHOLE MEETING OF JANUARY 22, 1998.
10. SCHOOL TRIPS REQUESTS:  
THAT THE FOLLOWING TRIP REQUESTS BE APPROVED:  
(A) GRADES 6-8 - ADELAIDE HOODLESS SCHOOL - CAMP WANAKITA FROM FEBRUARY 8-11, 1998 INCLUSIVE.  
(B) GRADE 8 HAMPTON HEIGHTS - CAMP MINI-YO-WE, MUSKOKA FROM JUNE 10-12, 1998 INCLUSIVE.  
(C) GRADES 9-OAC + ADULTS - BARTON SECONDARY - STRATFORD ON MAY 19, 1998.  
(D) GRADES 9-OAC - GLENDALE - ELLICOTTVILLE, NY, USA FROM FEBRUARY 2-3, 1998 INCLUSIVE.
11. APPROVAL OF LEIC RECOMMENDATIONS:  
THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE ESTABLISHMENT OF WORK GROUPS/COMMITTEES TO REVIEW THE RECOMMENDATIONS CONTAINED IN THE LEIC FINAL REPORT AND DEVELOP PROPOSALS FOR TRUSTEE CONSIDERATION.
12. GRADE 3 MATH RESULTS:  
THAT SCHOOL-BY-SCHOOL GRADE 3 MATH RESULTS BE RELEASED IMMEDIATELY TO THE PUBLIC AND THAT THE SCHOOL-BY-SCHOOL RESULTS, AS IN THE PREVIOUS HAMILTON BOARD FORMAT, BE PROVIDED TO THE BOARD ON JANUARY 29TH.



**13. TRUSTEE CONCERN - L. ORBAN:**

**THAT FEES FOR WENTWORTH COUNTY RESIDENT STUDENTS ATTENDING FRENCH IMMERSION CLASSES WITHIN THE CITY OF HAMILTON BE DISCONTINUED.**

**14. OPSBA FEE PAYMENT:**

**THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD REMIT TO OPSBA \$42,730 WHICH REPRESENTED THE MEMBERSHIP FEES OF THE PREVIOUS-HAMILTON BOARD FOR THE STUB YEAR.**

**15. CORRESPONDENCE:**

**THAT CORRESPONDENCE FROM THE ANCASTER ALLIANCE CHURCH AND COLIN MACDONALD ALTERNATIVE SCHOOL BE REFERRED TO ADMINISTRATION.**

**16. DISTRIBUTION:**

**THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD SUPPORT OFSAA AND THAT THE MINISTRY BE REQUESTED TO CONTINUE PAST PRACTICE AND ALLOCATE SUFFICIENT FUNDS, BOTH IN DIRECT FUNDS AND GRANT MONIES ALLOCATED TO SCHOOL BOARDS, FOR OFSAA TO CONTINUE TO OFFER ONTARIO SCHOOL CHAMPIONSHIPS.**

R. Woodworth noted that he had pulled Item #4 from the report for separate consideration and that it was not included in the above motion.

E. Johnstone asked that Item #14 be withdrawn from the Report.

L. Peddle questioned Items 5, 6, 8, 9 and 15 in the Report since the Committee had referred these items either to officials or to a future meeting date.

Following some discussion in which it was noted that the Report of the Committee reflected the actions taken by the Committee at its meeting and was presented as such to the Board for approval, the members agreed to pull these items from the motion for separate consideration to deal with the procedural questions around these recommendations coming forward to Board at a Caucus meeting.

Prior to putting the motion to a vote, the Chairman clarified that the following Items in the report were now on the table: 1, 2, 3, 7, 9, 10, 11, 12, 13 and 16.

**CARRIED UNANIMOUSLY.**

The Chairman noted that Items 5, 6, 10 and 15 would be dealt with at the Caucus meeting.

**RESOLUTION #98-12: MOVED BY R. WOODWORTH, SECONDED BY B. WALLACE THAT THE FOLLOWING ITEM FROM THE COMMITTEE OF THE WHOLE BOARD REPORT BE ADOPTED:**

**4. STANDING/SPECIAL COMMITTEE STRUCTURE:**

- (A) THAT BRUCE WALLACE BE APPOINTED TO THE WENTWORTH COUNTY HOME AND SCHOOL ASSOCIATION.
- (B) THAT LAURA PEDDLE BE APPOINTED TO THE HAMILTON HOME AND SCHOOL ASSOCIATION.
- (C) THAT JUDITH BISHOP BE APPOINTED TO THE STAFF DEVELOPMENT COMMITTEE.
- (D) THAT DARYL SAGE BE APPOINTED TO THE PARKS AND RECREATION COMMITTEE OF HAMILTON CITY COUNCIL.
- (E) THAT DARYL SAGE BE APPOINTED TO THE PLANNING AND DEVELOPMENT COMMITTEE OF HAMILTON CITY COUNCIL.
- (F) THAT DARYL SAGE BE APPOINTED TO THE TRANSPORT AND ENVIRONMENT COMMITTEE OF HAMILTON CITY COUNCIL.
- (G) THAT WILLIAM URIE BE APPOINTED TO THE HAMILTON SAFETY COUNCIL.
- (H) THAT JUDITH BISHOP, RAY MULHOLLAND, LYNN HOWARTH-MCCUE, AND GRACE ROBERTS BE APPOINTED TO THE UMBRELLA BOARD OF FAMILY AND CHILD CARE CENTRES.
- (I) THAT JUDITH BISHOP BE APPOINTED TO THE HAMILTON TEACHERS' FEDERATION RELATIONS.
- (J) THAT LILLIAN ORBAN BE APPOINTED TO THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION RELATIONS.
- (K) THAT RAY MULHOLLAND BE APPOINTED TO THE CANADIAN UNION OF PUBLIC EMPLOYEES RELATIONS.
- (L) THAT JUDITH BISHOP AND JANICE DEWAR BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - VALIDATION COMMITTEE.
- (M) THAT JUDITH BISHOP AND ELEANOR JOHNSTONE BE APPOINTED TO THE PRINCIPAL/VICE-PRINCIPAL PROMOTION PROCESS - PROMOTION PROCESS REVIEW COMMITTEE.
- (N) THAT JUDITH BISHOP BE APPOINTED TO THE PERFORMANCE APPRAISAL SYSTEM, SYSTEM STEERING COMMITTEE.
- (O) THAT ELEANOR JOHNSTONE AND LILLIAN ORBAN BE APPOINTED TO THE SELECTION OF LEARNING MATERIALS (CENTRAL REVIEW COMMITTEE).
- (P) THAT ELEANOR JOHNSTONE AND WES HICKS BE APPOINTED TO THE CALENDAR COMMITTEE.
- (Q) THAT LILLIAN ORBAN BE APPOINTED TO THE CO-OPERATIVE EDUCATION ADVISORY COMMITTEE.
- (R) THAT HEATHER BULLOCK BE APPOINTED TO THE EMPLOYEE ASSISTANCE PROGRAM COMMITTEE.
- (S) THAT ELEANOR JOHNSTONE, JUDITH BISHOP, LILLIAN ORBAN, AND REG WOODWORTH BE APPOINTED TO THE JOINT ADVISORY COMMITTEE.
- (T) THAT JUDITH BISHOP BE THE OPSBA DELEGATE; HEATHER BULLOCK BE THE ALTERNATE; RAY MULHOLLAND BE A DIRECTOR TO OPSBA; AND BRUCE WALLACE BE THE ALTERNATE.
- (U) THAT JOE ROGERS BE APPOINTED TO THE SCHOOL TRANSPORTATION SAFETY COMMITTEE.



- (V) THAT WES HICKS, BRUCE WALLACE, LILLIAN ORBAN, ELEANOR JOHNSTONE, AND RAY MULHOLLAND BE APPOINTED TO THE SALARY COMMITTEE.
- (W) THAT JUDITH BISHOP, JANICE DEWAR, AND LAURA PEDDLE BE APPOINTED TO THE SPECIAL EDUCATION ADVISORY COMMITTEE.
- (X) THAT JOE ROGERS, JUDITH BISHOP, LILLIAN ORBAN, AND HEATHER BULLOCK BE APPOINTED TO THE SUPERVISED ALTERNATIVE LEARNING EDUCATION PROGRAM.

R. Woodworth stated his concern with the number of committees meetings that were to convene during the day as it prohibited both trustees and members of the public who might wish to attend these meetings from doing so. Citing his major concern in this area was with the Joint Advisory Committee, he objected to taking teaching members of the Committee out of their classrooms and away from students to attend the meetings. He asked that when this Committee convenes its first meeting, hopefully in an evening, the members determine which evening each month they will meet. R. Woodworth added that he moved the recommended action since it did not deal with the times of the meetings.

While agreeing that the concerns raised were valid and that times must be convenient for the involvement of people on the committee, J. Bishop pointed out that it is impossible for the Board to do all its business in the evenings as trustees also have evening commitments in the schools and communities. It was hoped that in scheduling the various meetings, that times convenient for the members appointed to the Committees will be agreed upon in order to expedite the work that has to be done.

To the motion, CARRIED UNANIMOUSLY.

**RESOLUTION #98-13: MOVED BY R. WOODWORTH, SECONDED BY H. BULLOCK THAT THAT THE FOLLOWING ITEM FROM THE COMMITTEE OF THE WHOLE BOARD REPORT BE ADOPTED:**

**14. OPSBA FEE PAYMENT:**

**THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD REMIT TO OPSBA \$42,730 WHICH REPRESENTED THE MEMBERSHIP FEES OF THE PREVIOUS-HAMILTON BOARD FOR THE STUB YEAR.**

L. Veerman clarified that the above fee represents 8/12 of the annual fee and that the predecessor Wentworth County Board's fee of \$20,000 has already been paid for 1998.

Objection to a membership fee of \$90,000 on an annualized basis was raised and it was suggested that this amount of money would be better spent on hiring additional staff for the system.

B. Wallace, as Treasurer of OPSBA, clarified that there were only 3 public boards of education that did not belong to OPSBA last year. He pointed out the funding arrangements OPSBA has made for this stub year and its intent to develop a new funding formula based on full time equivalents. In response to a further question, B. Wallace noted that OPSBA is a provincial organization representing public school boards and, on behalf of these boards, meets regularly with the Ministry of Education and Training and, on occasion, has been asked for its input. While the Ministry doesn't always agree with OPSBA's position, there is considerable information gathered and forwarded to the Ministry on behalf of public education. He clarified that it was the

EIC in its report, The Road Ahead II, who recommended boards of education join their provincial organizations and not the Ministry of Education and Training.

Suggesting that the government should be approached about funding the membership fees for boards of education to belong to OPSBA it was **MOVED BY L. ORBAN, SECONDED BY E. JOHNSTONE THAT ITEM #4 BE REFERRED TO BUDGET.**

**LOST, 2 IN FAVOUR, 9 OPPOSED.**

In response to a question, B. Wallace noted that OPSBA was formed 8 years ago as an amalgamated organization of northern, large boards and rural boards' trustee organizations with the intent of providing one strong voice on behalf of public education.

When the Officials were asked if OPSBA provided valuable information to assist in its decision-making, A. Greenleaf noted that this organization is the one lobby group on behalf of public boards of education. At this point, the government has not shown to be responsive to individual school boards, but has been receptive to collective messages from the provincial organizations. D. Russon added that it was essential for any new school board to belong due to the information OPSBA provided around labour relation activities, i.e. network provisions for updated settlements across the province, pay equity maintenance, etc.

**TO THE MOTION, CARRIED, 9 IN FAVOUR, 2 OPPOSED.**

#### **8. ADOPTION OF THE IN-CAMERA SESSION REPORT**

**RESOLUTION #98-14: MOVED BY H. BULLOCK, SECONDED BY J. BISHOP THAT THE COMMITTEE OF THE WHOLE BOARD IN-CAMERA SESSION REPORT BE ADOPTED AS FOLLOWS:**

##### **C - 1 APPROVAL OF THE MINUTES**

**IT WAS MOVED BY J. ROGERS, SECONDED BY E. JOHNSTONE: THAT THE MINUTES OF THE IN-CAMERA SESSION OF THE JANUARY 5, 1998 MEETING BE APPROVED.**

##### **C - 2 APPROVAL OF THE AGENDA**

**IT WAS MOVED BY J. ROGERS, SECONDED BY H. BULLOCK: THAT THE AGENDA BE APPROVED AS PRESENTED.**

##### **C - 3 STUDENT EXPULSION HEARING**

**IT WAS MOVED BY R. WOODWORTH, SECONDED BY J. ROGERS THAT THE STUDENT BE EXPELLED FROM THE SCHOOLS OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EFFECTIVE JANUARY 15, 1998.**



**C - 4 COMMITTEE OF THE WHOLE BOARD REPORT****1. SUPERINTENDENT OF BUSINESS AND TREASURER:**

- (A) THAT THE "TREASURER" DESIGNATION INCLUDED IN RESOLUTION #97-9 APPOINTING ALLAN A. GREENLEAF TO THE POSITION OF DIRECTOR OF EDUCATION AND SECRETARY-TREASURER OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD BE RESCINDED.
- (B) THAT DON GRANT BE APPOINTED TO THE POSITION OF SUPERINTENDENT OF BUSINESS AND TREASURER, EFFECTIVE JANUARY 15, 1998.
- (C) THAT LUCY VEERMAN CONTINUE AS ACTING SENIOR FINANCIAL OFFICER, REPORTING TO THE SUPERINTENDENT OF BUSINESS AND TREASURER, TO AUGUST 31, 1998, THEREBY MAINTAINING HER BUSINESS SUPERVISORY OFFICER STATUS FOR THE SHORTENED 1998 FISCAL YEAR.
- (D) THAT LUCY VEERMAN RESUME HER RESPONSIBILITIES AS MANAGER OF BUDGET, OR EQUIVALENT, EFFECTIVE SEPTEMBER 1, 1998, AND THAT SHE BE PAID AT THE LEVEL OF SUPERINTENDENT OF ONE FULL YEAR, COMMENCING SEPTEMBER 1, 1998, IN ACCORDANCE WITH THE REQUIREMENTS OF REGULATION 309.

**2. PERSONNEL REPORT:**

THAT THE PERSONNEL REPORT DATED JANUARY 8, 1998 BE ADOPTED AND THE RECOMMENDATIONS CONTAINED THEREIN BE APPROVED.

**C - 5 CORRESPONDENCE****(A) FARANO GREEN RE REAL MCCOY ISSUE**

IT WAS MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT THE CORRESPONDENCE FROM FARANO GREEN RE REAL MCCOY ISSUE BE RECEIVED FOR INFORMATION.

**(B) MCCARTHY TETRAULT RE KEY BARGAINING ISSUES**

IT WAS MOVED BY E. JOHNSTONE, SECONDED BY J. DEWAR THAT THE CORRESPONDENCE FROM MCCARTHY TETRAULT RE KEY BARGAINING ISSUES BE REFERRED TO THE SALARY COMMITTEE.

To the report, CARRIED.

W. Hicks asked the Board to give consideration to a process to deal with motions lost at Committee meetings at the Board meeting following. The former Hamilton Board had a practice of listing lost motions as an addendum to the Report of the Committee.

**9. NOTICE OF MOTION**

R. Woodworth gave notice that he will move or cause to be moved at the next regular Board meeting:

1. That correspondence addressed to the Director as Secretary of the Board and to the Chair as Chair of the Board be distributed to all trustees for information.

2. That trustees be furnished weekly, prior to Board or Committee meetings, with the full narrative draft minutes of all Executive Council meetings, on a confidential basis, for information purposes only.

3. That policy be immediately established regarding Standing Committee(s) re: conduct of business, rules of operation, function of committee chair(s) and terms of reference.

4. That policy be immediately developed regarding regulations and procedures for receiving delegations.

5. That the Chairs of Standing Committees received an extra honorarium of \$2,500.

R. Woodworth added that he will withdraw #5 should the Board not agree to a Standing Committee structure at this time.

#### **10. TRANSITIONAL ISSUES**

M. Matier reported that updates on the progress of the transitional recommendations will be provided at each Board meeting. Believing the community expected that organizational decisions and re-alignment of programs would occur quickly, he noted that the complexities of the 180 recommendations negated the prospect of quick decisions being made in isolation. A planned process for managing the consideration of all recommendations will be forthcoming and he asked the members for their patience while the plan is put together. He suggested that parents and others in the community be assured that all current policies and practices will continue to operate in their respective geographical areas until new policies are established by this new Board. He added that a newsletter will be established within the next week or two and a calendar of various proposals will be brought to the trustees in the near future.

M. Matier, in response to questions from trustees regarding calls from the public particularly in the areas of junior kindergarten and school boundaries, indicated that the officials will be bringing forward recommendations regarding measures for the interim period until trustees are in a position to make informed decisions. In the interim, a communications plan to the community will also be developed.

#### **11. QUESTIONS OF THE COMMITTEE OF THE WHOLE CHAIRMAN**

R. Woodworth recalled the Chair's suggestion at the January 5 Board meeting that all trustees have an opportunity to Chair the Committee of the Whole Board meetings on a rotating basis and asked the members to consider who would like to do so on January 22.

L. Peddle offered to make a motion that this procedure be put in place and that the rotation begin alphabetically.

H. Bullock spoke against the proposal stating that consistency in the Chair was vital as the new board would be deliberating over critical issues. She suggested that some other venue for similar experiences for trustees be sought.

No seconder to the motion was forthcoming.

#### **12. CHAIRMAN'S REPORT**

R. Mulholland reported on the opportunities he has had in visiting some of the schools in the county. At the end of the month, he will be attending the OPSBA conference where B. Wallace is running for second vice-president as well as attending a Saturday session on Bill 160 in London.



**13. OPSBA REPORT**

B. Wallace referenced some of the pending changes that OPSBA will be considering at its Executive Council meeting particularly around the fee structure and coinciding its fee payment invoice with each Board's fiscal year.

**CORRESPONDENCE**

**14. RESOLUTION #98-15: MOVED BY L. ORBAN, SECONDED BY J. BISHOP THAT THE CORRESPONDENCE FROM THE FLAMBOROUGH CENTRE SCHOOL COUNCIL REGARDING THEIR REQUEST FOR REPRESENTATION AT THE BOARD TABLE BE REFERRED TO THE SECRETARY OF THE BOARD.**

A. Greenleaf agreed to communicate with this School Council as well as all School Councils regarding their advisory status, which precludes sitting at the Board table with the elected officials.

**To the motion, CARRIED UNANIMOUSLY.**

**15. RESOLUTION #98-16: MOVED BY J. BISHOP, SECONDED BY E. JOHNSTONE THAT THE RESPONSE FROM PREMIER HARRIS REGARDING BILL 160 BE RECEIVED AND FILED.**

**CARRIED UNANIMOUSLY.**

**16. RESOLUTION #98-17: MOVED BY J. BISHOP, SECONDED BY L. ORBAN THAT THE CORRESPONDENCE FROM GUY BROWN HOME AND SCHOOL REGARDING ASSESSMENT OF THE PARKING/DRIVEWAY BE REFERRED TO ADMINISTRATION FOR APPROPRIATE ACTION.**

There was some discussion regarding the expectation of a report from officials regarding the resolution to the concern outlined in the letter. While some members felt a report should be forthcoming, particularly in this potentially dangerous situation, others felt that the intent of referring an issue to staff was to have the appropriate action taken with no further report necessary.

R. Mulholland ruled that there was no report from the Officials expected on this issue.

**TO THE MOTION, CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**

**17. RESOLUTION #98-18: MOVED BY B. WALLACE, SECONDED BY W. HICKS THAT THE CORRESPONDENCE FROM THE TOWN OF DUNDAS REGARDING THE LIBRARY BOARD APPOINTMENTS BE REFERRED TO THE SECRETARY OF THE BOARD FOR APPROPRIATE ACTION.**

**CARRIED UNANIMOUSLY.**

**18. CITY OF HAMILTON REGARDING LIBRARY BOARD APPOINTMENTS**

R. Mulholland ruled that the correspondence be received and filed, noting that the process employed by the former Hamilton Board would be followed.

**19. HILLCREST MIDDLE SCHOOL RE "BLACK HISTORY MONTH"**

R. Mulholland, noting that he was unable to attend this year, indicated he will approach a trustee to attend on behalf of the Board. A. Greenleaf added he had asked Kathie Hibbins, Project Team Leader, Social and Interpersonal Skills, to attend in his place due to the scheduling conflict with Executive Council.

**20. RESOLUTION #98-19: MOVED BY L. ORBAN, SECONDED BY J. ROGERS THAT NO ACTION BE TAKEN ON THE REQUEST OF THE ONTARIO LEGAL AID PLAN REGARDING THE DIRECTOR'S ATTENDANCE AT AREA COMMITTEE MEETINGS.**

**CARRIED UNANIMOUSLY.**

**21. RESOLUTION #98-20: MOVED BY W. HICKS, SECONDED BY L. ORBAN THAT THE CORRESPONDENCE FROM THE MINISTRY OF EDUCATION AND TRAINING REGARDING SPECIAL EDUCATION ANNUAL REVIEW BE RECEIVED AND FILED.**

**CARRIED UNANIMOUSLY.**

**22. RESOLUTION #98-21: MOVED BY J. BISHOP, SECONDED BY E. JOHNSTONE THAT THE CORRESPONDENCE FROM D. MCGUINTY, MPP, RE OPPOSITION TO BILL 160 BE RECEIVED AND FILED.**

**CARRIED UNANIMOUSLY.**

**DISTRIBUTION**

23. Ministry of Education and Training regarding High School Reform

24. Ministry of Education and Training regarding Short Year Funding

**25. PUBLIC QUESTIONS OF CLARIFICATION**

Michelle Clarke questioned the status of Items # 6, 7 and 9 since they were withdrawn from the Report of the Committee of the Whole.

When the Chair noted that these items had been referred to a Caucus meeting of the Board, a member suggested the Board approve them now and discuss the procedural aspect of these kinds of recommendations at the Caucus.

R. Mulholland stated he could not accept such motion as that portion of the agenda had been completed.

**RESOLUTION #98-22: MOVED BY J. BISHOP, SECONDED BY J. DEWAR THAT THE BOARD RECONSIDER THE REMOVAL OF ITEMS # 5, 6, 8 AND 15 FROM THE COMMITTEE OF THE WHOLE BOARD REPORT.**

**CARRIED.**

**RESOLUTION #98-23: MOVED BY J. BISHOP, SECONDED BY H. BULLOCK THAT ITEMS 5, 6, 8 AND 15, AS FOLLOWS, IN THE COMMITTEE OF THE WHOLE BOARD REPORT BE APPROVED.****5. RENTAL REQUEST RE: JERSEYVILLE SCHOOL:**



THAT CORRESPONDENCE FROM STEVEN AND ALISON WILL REGARDING CONTINUED USE OF JERSEYVILLE SCHOOL BE RECEIVED.

6. INVOICE RE: 1998 HAMILTON DISTRICT SCIENCE & ENGINEERING FAIR:  
THAT THE INVOICE FOR TRUSTEES FEES FOR THE 1998 HAMILTON DISTRICT SCIENCE AND ENGINEERING FAIR BE REFERRED TO ADMINISTRATION.
8. IMPACT OF CHANGE OF PAYMENT SCHEDULE:  
THAT THE SEPARATE SCHOOL BOARD REPRESENTATIVES BE CONTACTED TO ATTEND A MEETING WITH THIS BOARD'S REPRESENTATIVES AND CITY OF HAMILTON OFFICIALS TO DISCUSS THE REVISED PAYMENT SCHEDULE AND THAT A REPORT BE BROUGHT BACK TO COMMITTEE.
15. CORRESPONDENCE:  
THAT CORRESPONDENCE FROM THE ANCASTER ALLIANCE CHURCH AND COLIN MACDONALD ALTERNATIVE SCHOOL BE REFERRED TO ADMINISTRATION.

L. Peddle stated her objection to the process requiring approval of referral motions seeking further information or requiring further deliberations. J. Dewar offered that the Board is acknowledging the Committee's decision to send these items elsewhere and, by approving them as such, is not completing any action on them.

J. Bishop added that the Board is experiencing procedural problems that stem from the different traditions and cultures of the predecessor boards. Traditionally the Report of a Committee to Board provided a record of action taken by the Committee, such as referral motions, and the action of the Board receiving the Report provides a sequential tracking of items placed before the members.

**TO THE MOTION, CARRIED, 8 IN FAVOUR, 2 OPPOSED AND 1 ABSTENTION.**

J. Coleman in the audience asked for clarification on the action taken on the 18 items in the Report of the Committee of the Whole Board. He agreed to the Chairs' suggestion to speak with staff following the meeting to provide such clarification.

K. Waters responded to Mr. Coleman's further question that the Superintendents of Schools are meeting next week to discuss school boundaries and will be reporting to the Board in the near future. He added that no changes in school boundaries will take place for the remainder of this school year.

The Chair confirmed that Wednesday, January 21 is the date set for the Board Caucus at 6:30 p.m.

A. Greenleaf drew the members' attention to additional information provided for the assistance of the trustees this evening - a copy of the Board's Rules of Order, the survey results which will be provided for the Caucus meeting and a letter from the Board solicitor regarding the legalities of minuting the meetings and a legal opinion on in-camera items.

**RESOLUTION #98-24:    MOVED BY E. JOHNSTONE THAT THE MEETING  
ADJOURN.**

**CARRIED.**

The meeting adjourned at 9:20 p.m.



## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Open Session of the Committee of the Whole Meeting of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 22, 1998.

Those present:

Reg Woodworth, Chair

Judith Bishop

Heather Bullock

Janice Dewar

Wes Hicks

Eleanor Johnstone

Ray Mulholland

Lillian Orban

Laura Peddle

Joe Rogers

Bruce Wallace

In attendance:

Allan A. Greenleaf, Director of Education and Secretary

Ken Bain, Interim Assistant Superintendent of Schools

Elizabeth Bond, Superintendent of Program

Krys Croxall, Superintendent of Schools

Pat Gillie, Superintendent of Administrative & Operational Services

Don Grant, Superintendent of Business & Treasurer

Wayne Joudrie, Superintendent of Schools

Merv Matier, Superintendent of Transitional Services

Murray Quinn, Superintendent of Schools (arrived at 7:07 p.m.)

Debbie Russon, Interim Superintendent of Human Resources

Stew Thompson, Assistant Superintendent of Schools

Janice Tomlinson, Interim Assistant Superintendent of Program

Ken Waters, Superintendent of Schools

Lucy Veerman, Acting Senior Financial Officer

The meeting was called to order at 8:00 p.m. by R. Woodworth, Chair of the Committee, who explained that seconders would not be required to place motions on the floor.

### **2. APPROVAL OF MINUTES OF JANUARY 8, 1998:**

**IT WAS MOVED BY W. HICKS THAT THE MINUTES OF JANUARY 8, 1998 BE APPROVED AS DISTRIBUTED.**

Several changes were requested:

Page 9 Extension of Meeting: The vote count should be 3 OPPOSED, rather than 3 ABSTENTIONS.

Page 6 Second-to-last paragraph: The last word should read "evaluated" rather than "filled".

One trustee wondered if the Superintendent of Business would be responsible for Human Resources. It was indicated that clarification would be provided during discussion of Item #5.

To the motion, **CARRIED UNANIMOUSLY.**

### **3. BUSINESS ARISING FROM THE MINUTES:**

Nil.

**4. APPROVAL OF AGENDA:**

IT WAS MOVED BY B. WALLACE THAT THE AGENDA BE APPROVED.  
CARRIED UNANIMOUSLY.

**5. DRAFT ROLE DESCRIPTIONS:**

The Director stated that the role descriptions for superintendents had been distributed in draft form. The Director's role description was part of his existing contract and, therefore, its approval was not required. He noted that on January 29<sup>th</sup> the names of the individuals assigned to the various superintendency responsibilities would be presented to the Board. There would be eight Superintendents of Education - two Lower City, two Mountain, two County, two Secondary School. These assignments could be anticipated as a three-year package to accommodate the secondary school reform initiative from the Ministry. The role of Superintendent of Transitional Services was presently being carried out by M. Matier. The Superintendent of Operations would not have school attachment. D. Grant had already been appointed to the position of Superintendent of Business and Treasurer.

The Director explained that the job descriptions had been worked through with superintendents individually and collectively. In response to questions about his responsibilities, he clarified that the Director accepted direction from the Board, but also maintained a linkage to the Ministry to ensure that the Board complied with the Education Act requirements. He explained that the secondary school responsibilities would be split east and west, with one superintendent taking the lead role in staffing and collective bargaining and the other individual assuming responsibility for secondary school reform.

One trustee expressed concern about the secondary school designation, noting that the previous City system had been organized along JK-OAC lines. The Director acknowledged that the matter had been debated amongst senior administration. However, due to the Ministry's secondary school reform, there needed to be direct involvement/supervision of secondary schools for the next few years; therefore, the separation of the responsibilities at this time. The Director clarified that only the content of the role descriptions was being presented at this time, not the additional portfolio responsibilities.

One trustee pointed out that Human Resources staff normally assumed the responsibility for staffing and collective bargaining. It was explained that one superintendent assumed the lead role in each panel, working with principals to allocate staff to the schools to comply with the collective agreement requirements. One trustee felt that there should be Human Resources personnel involved in staffing to prevent unnecessary difficulties from arising. The Director reiterated that the senior administration was unanimous in presenting the recommended action to trustees.

It was wondered if each superintendent would be making recommendations about staffing, hiring, etc. and if the Board would be receiving separate or collective reports. The Director indicated that the Personnel Report encompassed information from all superintendents and would be co-ordinated through the Human Resources Department. However, he noted that if trustees wished to see different administrative models, the senior administration should receive such direction. He clarified that one elementary Superintendent of Education would be responsible for co-ordinating staffing in each panel.

One trustee clarified that discussion was occurring about draft role descriptions only and that assignments could change as circumstances changed. The trustees' role was to set policy and Executive Council had already informed the Board that the model suggested was the best way to operate the system and get the work done. It was felt that trustees were entering into administrative issues. It was added that the superintendents were managers. The Director stated that the superintendents would be approached to determine their preferred assignments. Staffing was a very heavy responsibility which consumed about six months of the year, so whoever took on that task would have fewer additional duties assigned.

One trustee suggested that if trustees had concerns about responsibilities, they should approach the Director or superintendent to discuss same. Another trustee expressed support for the flat-line structure



if the superintendents felt that this was the best method to make the system work. It was requested that a list of the specific duties to be assigned be provided to the Board on January 29<sup>th</sup>. The Director noted that in determining specific assignments and portfolios, it must be ensured that any one superintendent's assignment was not overloaded.

In response to questions, the Director noted that he might assume liaison with School Councils because he was the Board's chief agent.

One trustee indicated that staff in the Human Resources Department had completed training in that field and, therefore, felt that the Human Resources practices of the previous Hamilton Board should be preserved. Another trustee expressed support for the JK-OAC education system, and therefore, opposed the designation of two superintendents to oversee secondary schools only. The Director stated that if the Board ever perceived the system to lack co-ordination with this organizational structure, he would not have done his job successfully. He emphasized that the split of responsibilities along panel lines would only be short-term in nature.

**IT WAS MOVED BY L. PEDDLE THAT THE DRAFT JOB DESCRIPTIONS FOR THE SUPERINTENDENTS BE APPROVED AS PRESENTED.**

One trustee emphasized that the Board should be very careful that it did not strangle the managers of the system. Trustees had been told by EIC representatives that the supervisory officers employed by this Board were some of the very best across the province. Trustees must stand back and allow the officials to carry out their duties. Also, trustees must let go of the past in the ways in which the system functioned.

To the motion, **CARRIED UNANIMOUSLY.**

**6. EDUCATION SUB-COMMITTEE RECOMMENDATIONS:**

Trustees were informed that approval of the recommended actions from the Education Sub-Committee was simply a procedural issue because the Sub-Committee had continued to work after the final report of LEIC had been forwarded to the Education Improvement Commission.

**IT WAS MOVED BY B. WALLACE THAT THE ADDITIONAL RECOMMENDATIONS OF THE LEIC EDUCATION SUB-COMMITTEE, AS PRESENTED, BE APPENDED TO THE LEIC FINAL REPORT FOR CONSIDERATION BY THE WORK GROUPS/COMMITTEES IN DEVELOPING PROPOSALS FOR TRUSTEE CONSIDERATION.**

It was noted by one trustee that dollar values were not included with the recommendations. Referring to student services, it was wondered if the recommended action was for the stub year only. In response to questions, it was explained that the Sub-Committee had only identified these matters for further consideration. Another trustee noted that some work groups did not include trustee representation. The Education Sub-Committee Chair clarified that approval of the recommended action simply added the proposals to the Final Report. The recommended actions were process issues to sort out matters for Board consideration. It was reiterated that these recommendations had been completed after LEIC had forwarded its final report to the EIC.

To the motion, **CARRIED UNANIMOUSLY.**

**7. JK REGISTRATION/NEWSPAPER NOTICE:**

The Director explained that Executive Council had reviewed the report from the Superintendents of Schools. The staffing process would soon commence, hence the need to consider the matter at this time. It was added that the recommended action reinforced the recommendation from LEIC about this matter. Traditionally, at this time an advertisement was placed in the Spectator about JK/SK enrolment which

initiated the registration process, etc. If the recommended action was approved, advertisements would be placed in the Spectator and Brabant papers.

**IT WAS MOVED BY R. MULHOLLAND THAT, UNTIL A DECISION IS REACHED REGARDING THE DELIVERY OF JUNIOR KINDERGARTEN AND FRENCH IMMERSION PROGRAMS IN THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD, EXISTING JUNIOR AND SENIOR KINDERGARTEN REGISTRATION AND ENROLMENT POLICIES AND PROCEDURES FROM THE PREDECESSOR BOARDS CONTINUE FOR SEPTEMBER 1998 REGISTRATION AND THAT A STATEMENT REGARDING POTENTIAL CHANGES BE INCLUDED IN MEDIA ADVERTISEMENTS.**

Speaking against the motion, one trustee expressed concern about placing an advertisement in the newspapers at this time. Such an advertisement suggested that the Board was maintaining the status quo but, in fact, trustees had not even discussed the matter. In response to questions, it was indicated that the Board had not yet received any information from the Ministry about the new funding model, which would not likely be forthcoming until March.

Speaking in support of the motion, another trustee stated that this action must be undertaken because this Board could lose students to another school system in the Region. One trustee recommended that wording be included in the advertisement - "subject to receipt of Ministry funding". It was pointed out that several parents had already contacted their trustee about offering French Immersion in the County schools. It was indicated that parents with such requests should be directed to a City school, with names placed on a waiting list.

In response to questions, it was stated that a procedure for processing out-of-catchment requests had been forwarded to the City schools. One trustee felt that there should be no boundaries and, therefore, careful consideration should be given to the contents of the advertisement. It was acknowledged that passage of Bill 104 had created a level of expectation from parents about the extension of programs and services, yet the transition process actually covered a four-year period. It was clarified that administration was working on the assumption that geographic boundaries continued to apply until further direction was received from the Board. One trustee suggested that the County parents be approached to determine the level of interest in JK and French Immersion programs. However, it was stated that the Board did not know if JK could be offered at all until the funding base had been received from the Ministry.

Nevertheless, another trustee noted that the Board really had no choice but to move in the direction suggested by administration. Parents' expectations should not be raised until all of the answers had been received. Another trustee noted that this was an equity issue, but acknowledged that change could not occur over night. It was noted that there were students resident in the County whose parents were now paying fees for their children to attend JK in City schools, a requirement which should now be discontinued because of amalgamation. Another trustee stated that families in the County were looking for equity/stability and the advertisement would be a step in the right direction. It was reiterated that "subject to funding" should be included in the advertisement.

To the motion, **CARRIED, 7 IN FAVOUR, 3 OPPOSED, 1 ABSTENTION.**

H. Bullock declared a possible Conflict of Interest and neither participated in discussion nor voted on Item #8.

#### **8. PROPOSALS FOR LEGAL SERVICES:**

**IT WAS MOVED BY L. ORBAN THAT THE DIRECTOR BE AUTHORIZED TO ADVERTISE FOR PROPOSALS FOR THE PROVISION OF LEGAL SERVICES TO THE BOARD.**

**CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**



**9. SYSTEM-WIDE LOGO CONTEST:**

The Director stated that the recommended action followed the LEIC discussions concerning a system-wide logo contest. It was indicated that a new Board logo would be a distinctive unifying statement for the new Board.

**IT WAS MOVED BY W. HICKS THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE IMPLEMENTATION OF THE LOGO CONTEST TO DEVELOP A NEW LOGO FOR THE UNIFIED BOARD.**

One trustee requested information on the selection of the previous Hamilton Board logo. It was understood that a caveat would be placed in the notification that the logo could be fine-tuned by the printer.

To the motion, **CARRIED UNANIMOUSLY.**

**10. MARCH MEETING SCHEDULE:**

**IT WAS MOVED BY R. MULHOLLAND THAT NO BOARD/COMMITTEE MEETINGS BE SCHEDULED DURING THE WEEK OF MARCH 16-20.**

**CARRIED UNANIMOUSLY.**

**11. PROCESS FOR ELECTION OF STUDENT TRUSTEE:**

The Director drew to trustee attention Regulation 461, noting that boards were required to have a student representative. To achieve this, it would be appropriate for the Board to authorize the Director to draft a policy. As part of that process, the Director would meet with Student Council presidents about the recommended contents of the policy.

**IT WAS MOVED BY B. WALLACE THAT THE DIRECTOR BE AUTHORIZED TO DRAFT A POLICY PROVIDING FOR STUDENT REPRESENTATION ON THE BOARD, IN ACCORDANCE WITH THE REQUIREMENTS OF ONTARIO REGULATION 461/97.**

In response to questions, the Director stated that he would contact the Ministry for clarification about the terms of reference and the legitimate extent of participation by the student.

To the motion, **CARRIED UNANIMOUSLY.**

**12. FINANCIAL STATEMENTS/AUDITORS' REPORTS - PREVIOUS BOARDS:**

**IT WAS MOVED BY J. DEWAR THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD DIRECT THE RESPECTIVE TREASURERS OF THE FORMER BOARD OF EDUCATION FOR THE CITY OF HAMILTON AND THE WENTWORTH COUNTY BOARD OF EDUCATION TO PREPARE THE APPLICABLE 1997 FINANCIAL STATEMENTS.**

It was clarified that the recommended action was required for housekeeping purposes. It was noted that Ministry directives had recently appeared in the Ontario Gazette, rather than being forwarded to Boards directly by the Ministry. One trustee stated that he would raise the issue at the upcoming OPSBA conference. The Director stated that the Royal Assent copy of Bill 160 and Regulations had, in fact, just been distributed to school boards by the Deputy Minister.

To the motion, **CARRIED UNANIMOUSLY.**

**13. HAMILTON FOUNDATION/FAMILY ASSISTANCE PROGRAM:**

Trustees were provided with the background information related to the City of Hamilton Foundation. Parents had been informed that they could voluntarily donate back to the schools the money received from school boards for childcare expenses incurred during the teachers' strike through this mechanism.

Approval to distribute the notice to all schools was being sought.

IT WAS MOVED BY L. ORBAN THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE DISTRIBUTION OF THE MEMO REGARDING ONTARIO FAMILY ASSISTANCE FOR TEACHERS' WITHDRAWAL OF SERVICES TO ALL SCHOOLS UNDER THE JURISDICTION OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD.

It was felt that this was an excellent opportunity for parents to allocate their reimbursement to schools. It was requested that revisions be made to the memo and that it be forwarded to schools over the signature of the Board Secretary. It was also requested that an address be included in the form in case parents did not wish to forward money back to their local school. It was noted that the Spectator report had been misleading in its statement.

To the motion, **CARRIED, 10 IN FAVOUR, 1 ABSTENTION.**

#### 14. SCHOOL TRIPS:

IT WAS MOVED BY L. ORBAN THAT THE FOLLOWING TRIP REQUESTS BE APPROVED:

- (A) GRADES 7-8 - BURKHOLDER SCHOOL - QUEBEC CITY FROM FEBRUARY 4-7, 1998 INCLUSIVE;
- (B) GRADE 8 - DALEWOOD SCHOOL - BRACEBRIDGE FROM MAY 6-8, 1998 INCLUSIVE;
- (C) GRADES 6-8 - HIGHVIEW SCHOOL - SNOW VALLEY, FEBRUARY 25, 1998'
- (D) GRADES 6-8 - HILLCREST SCHOOL - MT. ST. LOUIS/MOONSTONE, FEBRUARY 6, 1998;
- (E) GRADES 6-8 MEMORIAL SCHOOL - BARRIE FROM FEBRUARY 11-12, 1998 INCLUSIVE;
- (F) GRADES 6-8 - W.H. BALLARD SCHOOL - MT. ST. LOUIS/MOONSTONE, FEBRUARY 26, 1998;
- (G) GRADES 9-10 - SIR ALLAN MACNAB SCHOOL - MONTREAL FROM FEBRUARY 18-21, 1998 INCLUSIVE;
- (H) GRADE 10 - WESTDALE SCHOOL - BRUCE NATIONAL PARK FROM MAY 27-29, 1998 INCLUSIVE;
- (I) GRADES 9-OAC - WESTMOUNT SCHOOL - BARRIE (HORSESHOE RESORT), FEBRUARY 10, 1998.

The policy regarding overnight trips and funding was reviewed for trustees. One trustee wondered if this practice would be revised in light of the amalgamation.

To the motion, **CARRIED UNANIMOUSLY.**

#### 15. DRAFT TRUSTEE EXPENSE POLICY:

As a result of Board direction, several staff members and two trustees had met to draft a trustee expense policy which would provide for the broad reimbursement of expenses in three categories.

IT WAS MOVED BY E. JOHNSTONE THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE TRUSTEE EXPENSE POLICY DATED JANUARY 14, 1998.

It was hoped by one trustee that trustees would not be required to submit receipts on the assumption that they would be reimbursed. It was also hoped that trustees would be given freedom to choose which conferences they wished to attend. In response to questions, it was indicated that trustees would have to log their mileage on an appropriate form which would be submitted to the Business Department for payment. If the draft policy was approved, an appropriate form would be prepared for trustee use. One trustee expressed confusion about the two methods of reporting.



It was explained that trustees were not reimbursed for travelling from home to Board/Committee meetings as such payment would be a taxable benefit. One trustee felt that childcare should be an expense that should be included in the policy. It was clarified that this had been considered during discussion and the consensus had been to exclude that item from policy coverage. It was felt that trustees would be perceived to pierce the trustee allowance if such items were included in the policy. One trustee requested clarification between expenses and piercing the honorarium cap. It was stated that exclusion of childcare expenses for reimbursement restricted young people from becoming involved in school board activities.

**IT WAS MOVED BY L. PEDDLE THAT THE MOTION BE AMENDED TO INCLUDE CHILDCARE AS A SPECIFIC ITEM.**

It was reiterated that reimbursement for travel from home to Board Office for meetings was a taxable matter; however, travel between schools while on Board business could be legitimately claimed as an expense. One trustee emphasized that the Board Office was not his place of work. It was clarified that conference attendance in the previous Wentworth Board had been established by practice, not by policy direction.

The Director stated that, perhaps, clarification should be sought from income tax personnel regarding questions raised by trustees. One trustee felt that the Ministry, rather than Revenue Canada, should be approached for clarification, since the restrictions had been introduced by the provincial government.

It was suggested that the policy, if approved, be retroactive to January 1, 1998. However, one trustee raised the point that the two new trustees were to receive honorarium effective December 17, 1997 when they had been sworn in, and should therefore receive expense reimbursement as of that date.

In response to questions, it was noted that reimbursement for meal expenses would be recognized if the costs were associated with in-service or conferences, but should not be claimed if the meals related to normal eating between two meetings on the same day. Pertinent sections of Bill 160 were read for trustees. It was stated that the Board retained the right to determine what expenses could be contained in policy for reimbursement. One trustee felt that Other Expenses covered any other items which might be claimed.

**IT WAS MOVED BY L. ORBAN TO CALL THE QUESTION.  
CARRIED UNANIMOUSLY.**

To the amendment, **DEFEATED, 2 IN FAVOUR, 8 OPPOSED, 1 ABSTENTION.**

To the main motion, **CARRIED, 10 IN FAVOUR, 1 OPPOSED.**

**16. JOB RE-EVALUATION OF EMPLOYEE RECORDS CO-ORDINATOR:**

It was explained that the job re-evaluation was being presented to the Board since the LEIC no longer existed. It was pointed out that this was simply a housekeeping matter.

**IT WAS MOVED BY R. MULHOLLAND THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE JOB RE-EVALUATION OF THE EMPLOYEE RECORDS CO-ORDINATOR AND THAT THE CHANGE IN COMPENSATION BE RETROACTIVE TO JULY 14, 1995.**

**CARRIED.**

**17. ENVIRONMENTAL ASSESSMENT BOARD RE: RENTAL OF BOARD ROOM:**

The Director stated that the Board had received a request from the Ministry of the Environment to use the Board Room for hearings regarding the Plastimet disaster. It was added that the Board had been contacted because the Ministry of the Environment apparently had been unsuccessful in securing space at City Hall. It was indicated that the previous Hamilton Board had never entertained requests for use

of the Board room by outside groups. The average rental rate would be \$10 per hour.

One trustee expressed concern about the security of the building during the hearings. It was indicated that the cost for security guards would be approximately \$11 per hour per guard. One trustee noted that the time had come to consider renting out the Board Room to the public.

IT WAS MOVED BY J. BISHOP THAT THE BOARD APPROVE THE USE OF THE BOARD ROOM FOR PUBLIC HEARINGS BY THE ENVIRONMENTAL APPEAL BOARD AND THAT THE BOARD DETERMINE WHETHER OR NOT RENTAL CHARGES SHOULD BE LEVIED.

Speaking against the motion, one trustee felt that the group should hold its hearings in other provincial facilities in the area. The issue of parking space would also have to be addressed. Appeal hearings always drew many people and concern was expressed about people wandering throughout the building, unrestricted.

Speaking in support of the motion, it was noted that a rental fee should not be levied. People attending the hearings were from this community and the building was owned by the public, not trustees. Board refusal of the Ministry of Environment request would constitute very poor public relations.

One trustee felt that the room was inappropriate for such action, and that there were many ramifications linked to the action.

To the motion, **DEFEATED, 4 IN FAVOUR, 6 OPPOSED, 1 ABSTENTION.**

**EXTENSION OF MEETING:**

IT WAS MOVED BY B. WALLACE THAT THE MEETING EXTEND FOR TEN MINUTES TO COMPLETE THE AGENDA.

**CARRIED, 8 IN FAVOUR, 3 OPPOSED.**

**18. MEMBERSHIP FEES:**

IT WAS MOVED BY L. ORBAN THAT THE MEMBERSHIP FEES FOR THE CANADIAN EDUCATION ASSOCIATION AND THE ONTARIO EDUCATIONAL RESEARCH COUNCIL BE REFERRED TO THE BUDGET PROCESS FOR CONSIDERATION.

**CARRIED UNANIMOUSLY.**

**19. CORRESPONDENCE:**

Hillcrest Middle School re: Black History Month (Director)

Guy Brown Home & School re: Request for Representation on Accommodations Review Committee

IT WAS MOVED BY W. HICKS THAT CORRESPONDENCE FROM THE GUY BROWN HOME & SCHOOL BE REFERRED TO THE ACCOMMODATION COMMITTEE WHEN ORGANIZED.

**CARRIED UNANIMOUSLY.**

Discussion ensued about the scheduling of next week's Board meeting as it related to the OPSBA conference. The Director stated that a Committee of the Whole meeting had already been scheduled and that an expulsion hearing had been set for 7:00 p.m. It was indicated that presentation of the Grade Three Results analysis would occur on February 5<sup>th</sup> rather than January 29<sup>th</sup>. In response to questions, it was clarified that the first day of school for the 1998-99 school year was September 8<sup>th</sup>.

**ADJOURNMENT:**

IT WAS MOVED BY B. WALLACE THAT THE MEETING ADJOURN, THIS BEING DONE AT 10:45 P.M.

**CARRIED UNANIMOUSLY.**



SHARAH MUNICIPAL

FEB 5 1976

GOVERNMENT DOCUMENTS

# ACTION ITEMS



COMMITTEE OF THE WHOLE REPORTJANUARY 22, 1998Recommended Action:

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Report of the Committee of the Whole dated January 22, 1998 be adopted as distributed.

1. DRAFT ROLE DESCRIPTIONS:  
IT WAS MOVED BY L. PEDDLE THAT THE DRAFT JOB DESCRIPTIONS FOR THE SUPERINTENDENTS BE APPROVED AS PRESENTED.
2. EDUCATION SUB-COMMITTEE RECOMMENDATIONS:  
IT WAS MOVED BY B. WALLACE THAT THE ADDITIONAL RECOMMENDATIONS OF THE LEIC EDUCATION SUB-COMMITTEE, AS PRESENTED, BE APPENDED TO THE LEIC FINAL REPORT FOR CONSIDERATION BY THE WORK GROUPS/COMMITTEES IN DEVELOPING PROPOSALS FOR TRUSTEE CONSIDERATION.
3. JK REGISTRATION/NEWSPAPER NOTICE:  
IT WAS MOVED BY R. MULHOLLAND THAT, UNTIL A DECISION IS REACHED REGARDING THE DELIVERY OF JUNIOR KINDERGARTEN AND FRENCH IMMERSION PROGRAMS IN THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD, EXISTING JUNIOR AND SENIOR KINDERGARTEN REGISTRATION AND ENROLMENT POLICIES AND PROCEDURES FROM THE PREDECESSOR BOARDS CONTINUE FOR SEPTEMBER 1998 REGISTRATION AND THAT A STATEMENT REGARDING POTENTIAL CHANGES BE INCLUDED IN MEDIA ADVERTISEMENTS.
4. PROPOSALS FOR LEGAL SERVICES:  
IT WAS MOVED BY L. ORBAN THAT THE DIRECTOR BE AUTHORIZED TO ADVERTISE FOR PROPOSALS FOR THE PROVISION OF LEGAL SERVICES TO THE BOARD.
5. SYSTEM-WIDE LOGO CONTEST:  
IT WAS MOVED BY W. HICKS THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE IMPLEMENTATION OF THE LOGO CONTEST TO DEVELOP A NEW LOGO FOR THE UNIFIED BOARD.
6. MARCH MEETING SCHEDULE:  
IT WAS MOVED BY R. MULHOLLAND THAT NO BOARD/COMMITTEE MEETINGS BE SCHEDULED DURING THE WEEK OF MARCH 16-20.
7. PROCESS FOR ELECTION OF STUDENT TRUSTEE:  
IT WAS MOVED BY B. WALLACE THAT THE DIRECTOR BE AUTHORIZED TO DRAFT A POLICY PROVIDING FOR STUDENT REPRESENTATION ON THE BOARD, IN ACCORDANCE WITH THE REQUIREMENTS OF ONTARIO REGULATION 461/97.

8. FINANCIAL STATEMENTS/AUDITORS' REPORTS - PREVIOUS BOARDS:  
IT WAS MOVED BY J. DEWAR THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD DIRECT THE RESPECTIVE TREASURERS OF THE FORMER BOARD OF EDUCATION FOR THE CITY OF HAMILTON AND THE WENTWORTH COUNTY BOARD OF EDUCATION TO PREPARE THE APPLICABLE 1997 FINANCIAL STATEMENTS.
9. HAMILTON FOUNDATION/FAMILY ASSISTANCE PROGRAM:  
IT WAS MOVED BY L. ORBAN THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE DISTRIBUTION OF THE MEMO REGARDING ONTARIO FAMILY ASSISTANCE FOR TEACHERS' WITHDRAWAL OF SERVICES TO ALL SCHOOLS UNDER THE JURISDICTION OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD.
10. SCHOOL TRIPS:  
IT WAS MOVED BY L. ORBAN THAT THE FOLLOWING TRIP REQUESTS BE APPROVED:
  - (A) GRADES 7-8 - BURKHOLDER SCHOOL - QUEBEC CITY FROM FEBRUARY 4-7, 1998 INCLUSIVE;
  - (B) GRADE 8 - DALEWOOD SCHOOL - BRACEBRIDGE FROM MAY 6-8, 1998 INCLUSIVE;
  - (C) GRADES 6-8 - HIGHVIEW SCHOOL - SNOW VALLEY, FEBRUARY 25, 1998'
  - (D) GRADES 6-8 - HILLCREST SCHOOL - MT. ST. LOUIS/MOONSTONE, FEBRUARY 6, 1998;
  - (E) GRADES 6-8 MEMORIAL SCHOOL - BARRIE FROM FEBRUARY 11-12, 1998 INCLUSIVE;
  - (F) GRADES 6-8 - W.H. BALLARD SCHOOL - MT. ST. LOUIS/MOONSTONE, FEBRUARY 26, 1998;
  - (G) GRADES 9-10 - SIR ALLAN MACNAB SCHOOL - MONTREAL FROM FEBRUARY 18-21, 1998 INCLUSIVE;
  - (H) GRADE 10 - WESTDALE SCHOOL - BRUCE NATIONAL PARK FROM MAY 27-29, 1998 INCLUSIVE;
  - (I) GRADES 9-OAC - WESTMOUNT SCHOOL - BARRIE (HORSESHOE RESORT), FEBRUARY 10, 1998.
11. DRAFT TRUSTEE EXPENSE POLICY:  
IT WAS MOVED BY E. JOHNSTONE THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE TRUSTEE EXPENSE POLICY DATED JANUARY 14, 1998.
12. JOB RE-EVALUATION OF EMPLOYEE RECORDS CO-ORDINATOR:  
IT WAS MOVED BY R. MULHOLLAND THAT THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD APPROVE THE JOB RE-EVALUATION OF THE EMPLOYEE RECORDS CO-ORDINATOR AND THAT THE CHANGE IN COMPENSATION BE RETROACTIVE TO JULY 14, 1995.
13. MEMBERSHIP FEES:  
IT WAS MOVED BY L. ORBAN THAT THE MEMBERSHIP FEES FOR THE CANADIAN EDUCATION ASSOCIATION AND THE ONTARIO EDUCATIONAL RESEARCH COUNCIL BE REFERRED TO THE BUDGET PROCESS FOR CONSIDERATION.



14. CORRESPONDENCE - GUY BROWN HOME & SCHOOL RE: REQUEST FOR REPRESENTATION ON ACCOMMODATIONS REVIEW COMMITTEE:  
IT WAS MOVED BY W. HICKS THAT CORRESPONDENCE FROM THE GUY BROWN HOME & SCHOOL BE REFERRED TO THE ACCOMMODATION COMMITTEE WHEN ORGANIZED.
15. PERSONNEL REPORT:  
IT WAS MOVED BY L. ORBAN, SECONDED BY L. ORBAN THAT THE PERSONNEL REPORT DATED JANUARY 22, 1998 BE APPROVED AS FOLLOWS:

SECTION II - W. JOUDRIE, SUPERINTENDENT OF SCHOOLS

C. LEAVES OF ABSENCE

1. GENERAL LEAVE:  
THAT, IN ACCORDANCE WITH THE EMPLOYMENT STANDARDS ACT, SUSAN LAFLAIR, COMMUNICATIVE DISORDERS ASSISTANT AT GLENWOOD SCHOOL, BE GRANTED A GENERAL LEAVE FROM DECEMBER 30, 1997 TO APRIL 28, 1998 INCLUSIVE (17 WEEKS).

SECTION III - K. WATERS, SUPERINTENDENT OF SCHOOLS

RESIGNATIONS, RETIREMENTS, AND TERMINATIONS

RETIREMENT:

THAT, IN ACCORDANCE WITH THE PROVISIONS OF THE CUPE COLLECTIVE AGREEMENT - CUSTODIAL AND MAINTENANCE UNIT, THE RETIREMENT OF FRANCES CAMPBELL, CLEANER AT ANCASTER HIGH SCHOOL BE ACCEPTED EFFECTIVE OCTOBER 31, 1998.

LEAVES OF ABSENCE

GENERAL LEAVES:

- (A) THAT, IN ACCORDANCE WITH ARTICLE 18.01(B) OF THE CUPE COLLECTIVE AGREEMENT - EDUCATIONAL ASSISTANT UNIT, ELIZABETH PRESTON, EDUCATIONAL ASSISTANT AT FESSENDEN PUBLIC SCHOOL, BE GRANTED A GENERAL LEAVE OF ABSENCE FROM SEPTEMBER 1, 1998 TO AUGUST 31, 1999 INCLUSIVE (52 WEEKS).
- (B) THAT, IN ACCORDANCE WITH THE EMPLOYMENT STANDARDS ACT, A GENERAL LEAVE IS GRANTED TO SHELLEY SIMPSON, CLEANER AT BILLY GREEN PUBLIC SCHOOL, FROM MARCH 30 TO NOVEMBER 27, 1998 INCLUSIVE (35 WEEKS).
- (C) THAT, IN ACCORDANCE WITH THE EMPLOYMENT STANDARDS ACT, A GENERAL LEAVE IS GRANTED TO MOIRA BOATMAN, TEACHER AT ANCASTER HIGH SCHOOL, FROM FEBRUARY 9 TO SEPTEMBER 4, 1998 INCLUSIVE (30 WEEKS).
- (D) THAT, IN ACCORDANCE WITH THE EMPLOYMENT STANDARDS ACT, A GENERAL LEAVE IS GRANTED TO HEIDI SHEPPARD, TEACHER AT ORCHARD PARK SECONDARY SCHOOL, FROM FEBRUARY 23 TO JUNE 19, 1998 INCLUSIVE (17 WEEKS).
- (E) THAT, IN ACCORDANCE WITH THE EMPLOYMENT STANDARDS ACT, A GENERAL LEAVE IS GRANTED TO CAROLYN VENEMA, TEACHER AT PARKSIDE HIGH SCHOOL, FROM MARCH 23 TO JULY 17, 1998 INCLUSIVE (17 WEEKS).

EXTENDED GENERAL LEAVES:

THAT, IN ACCORDANCE WITH ARTICLE 18.03 OF THE SECONDARY COLLECTIVE AGREEMENT, CAROLYN VENEMA, TEACHER AT PARKSIDE HIGH SCHOOL, BE GRANTED AN EXTENDED GENERAL LEAVE FROM JULY 20, 1998 TO JANUARY 29, 1999 INCLUSIVE (28 WEEKS).

SECTION IV - D. RUSSON, INTERIM SUPERINTENDENT OF HUMAN RESOURCES

APPOINTMENTS AND TRANSFERS

PROMOTIONS:

(A) THAT HARRY TRAINI, SECONDARY TEACHER, BE APPOINTED TO THE POSITION OF ACTING PRINCIPAL OF A SECONDARY SCHOOL EFFECTIVE FEBRUARY 2, 1998 WITH SALARY ACCORDING TO THE SALARY SCHOOL.

(B) THAT THE FOLLOWING STAFF BE APPOINTED TO THE POSITION OF ACTING VICE-PRINCIPAL OF A SECONDARY SCHOOL EFFECTIVE FEBRUARY 2, 1998 WITH SALARY ACCORDING TO THE SALARY SCHEDULE:  
LESLEY FRASER, SECONDARY TEACHER  
MICHAEL REHILL, SECONDARY TEACHER

RESIGNATIONS, RETIREMENTS, AND TERMINATIONS

RESIGNATION:

THAT THE DATE JANUARY 30, 1998 FOR BRADLEY RICH, ELEMENTARY TEACHER, TO LEAVE THE EMPLOY OF THE BOARD BE APPROVED.

RETIREMENTS:

THAT THE RESIGNATION OF THE FOLLOWING STAFF FOR THE PURPOSE OF RETIREMENT BE ACCEPTED WITH REGRET AND THE BOARD'S FULL GRATUITY PAID:

SUSAN KILBY, ELEMENTARY TEACHER, EFFECTIVE JUNE 30, 1998  
RONALD LEWIS, SECONDARY TEACHER, EFFECTIVE FEBRUARY 28, 1998

LEAVES OF ABSENCE

GENERAL LEAVES:

THAT THE FOLLOWING LEAVES BE GRANTED:

NELLY HIRASAWA, SECONDARY TEACHER, MARCH 23 TO SEPTEMBER 25, 1998

NANCY HOLMES, SECONDARY TEACHER, FEBRUARY 2 TO AUGUST 31, 1998

BARBARA MANIEL, ELEMENTARY TEACHER, FEBRUARY 2 TO AUGUST 31, 1998

DAWN F. MARTENS, ELEMENTARY TEACHER, APRIL 20 TO DECEMBER 31, 1998

SUSAN MCKAGUE, SECONDARY TEACHER, MARCH 2 TO SEPTEMBER 4, 1998

CYNTHIA ROBINSON, ELEMENTARY TEACHER, FEBRUARY 2 TO OCTOBER 2, 1998

JANET ROSS, SECONDARY TEACHER, FEBRUARY 2 TO AUGUST 31, 1998  
DOUGLAS VAN DUZEN, ELEMENTARY TEACHER, JANUARY 1 TO AUGUST 31, 1998

2. WORKLOAD REDUCED LEAVE OF ABSENCE:  
THAT THE REQUEST OF LORI SEIBEL, ELEMENTARY TEACHER, FOR A .3 WORKLOAD REDUCED LEAVE OF ABSENCE FROM JANUARY 1 TO AUGUST 31, 1998 BE APPROVED.

3. LEAVE EXTENSIONS:  
THAT THE FOLLOWING LEAVE OF ABSENCE EXTENSIONS BE

GRANTED:

ALISA GREVE, ELEMENTARY TEACHER, FEBRUARY 25 TO FEBRUARY 28, 1999

MARGARET LEITCH, ELEMENTARY TEACHER, FEBRUARY 16, 1998 TO FEBRUARY 15, 1999

EDITH SCHROEDTER, SECONDARY TEACHER, FEBRUARY 2 TO AUGUST 31, 1998

FIONA VALIQUETTE, ELEMENTARY TEACHER, FEBRUARY 23 TO AUGUST 31, 1998

4. RETURN FROM LEAVES OF ABSENCE:  
THAT THE FOLLOWING STAFF BE RETURNED FROM A LEAVE OF ABSENCE:

ALISA GREVE, ELEMENTARY TEACHER, ON MARCH 2, 1998.

PATRICIA NEOL, SECONDARY TEACHER, ON FEBRUARY 4, 1998

#### PROBATIONARY AND PERMANENT CONTRACTS

1. PERMANENT STAFF:

THAT THE FOLLOWING PROBATIONARY STAFF BE TRANSFERRED TO PERMANENT STAFF EFFECTIVE AS SHOWN, WITH SALARY ACCORDING TO THE SALARY SCHEDULE:

PAUL BROWN, SECONDARY TEACHER, FEBRUARY 2, 1998

CARMEN BUCCI, SECONDARY TEACHER, FEBRUARY 2, 1998

PETER BRUCE MCLEOD, SECONDARY TEACHER, MARCH 2, 1998

PAUL BARWINSKI, SECONDARY TEACHER, FEBRUARY 2, 1998

#### CONFIRMATIONS:

THAT THE FOLLOWING STAFF BE CONFIRMED IN THE POSITIONS SHOWN EFFECTIVE AS SHOWN, WITH SALARY ACCORDING TO THE SALARY SCHEDULE:

GAIL BELISARIO, ELEMENTARY TEACHER (ELEMENTARY SCHOOL PRINCIPAL), JANUARY 1, 1998

BARBARA BROWN, SECONDARY TEACHER (HEAD OF GUIDANCE), FEBRUARY 2, 1998

ROBERT COREY, SECONDARY TEACHER (HEAD OF GUIDANCE), FEBRUARY 2, 1998

CAMERON GAULDIE, SECONDARY TEACHER (HEAD OF GUIDANCE), FEBRUARY 2, 1998

PATRICIA GIONET, SECONDARY TEACHER (ASSISTANT HEAD OF FRENCH), FEBRUARY 2, 1998



MAELLY LEW, SECONDARY TEACHER (ASSISTANT HEAD OF SCIENCE), FEBRUARY 2, 1998

PATRICIA LONEY, SECONDARY TEACHER (ASSISTANT HEAD OF ACADEMIC), FEBRUARY 2, 1998

SUSAN PEART, SECONDARY TEACHER (HEAD OF GIRLS' P.H.E.), FEBRUARY 2, 1998

DAVID REPCHUK, ELEMENTARY TEACHER (ELEMENTARY SCHOOL PRINCIPAL), JANUARY 1, 1998

BRYAN RYDER, SECONDARY TEACHER (ASSISTANT HEAD OF SCIENCE), FEBRUARY 2, 1998

CLAIRE WRIGHT, SECONDARY TEACHER (HEAD OF ACADEMIC), FEBRUARY 2, 1998

#### **OTHER MATTERS REQUIRING BOARD ATTENTION**

##### **TIMETABLE CHANGES:**

THAT THE TIMETABLE CHANGES FOR THE FOLLOWING STAFF BE APPROVED AS SHOWN, WITH SALARY ACCORDING TO THE SALARY SCHEDULE:

LISA CLARKE, ELEMENTARY TEACHER, .5 TO .8, JANUARY 5, 1998 (MEMORIAL)

JOANNE SINCLAIR, SECONDARY TEACHER, 2/3 TO 3/3, JANUARY 5, TO FEBRUARY 3, 1998

BARBARA SWAN, SECONDARY TEACHER, 2/3 TO 3/3, JANUARY 5 TO FEBRUARY 3, 1998

#### **16. TERM APPOINTMENTS:**

IT WAS MOVED BY E. JOHNSTONE THAT THE FOLLOWING APPOINTMENTS BE APPROVED:

(A) LAURA ROMANO, FIELD CONSULTANT/TEACHER AT GREEN ACRES SCHOOL, TO THE POSITION OF CONSULTANT/CO-ORDINATOR - THE ONTARIO CURRICULUM (TERM APPOINTMENT) FROM JANUARY 22 TO JUNE 30, 1998.

(B) THAT NEAL SHAW, TEACHER AT ORCHARD PARK SECONDARY SCHOOL, TO THE POSITION OF ACTING CONSULTANT/CO-ORDINATOR - NUMERACY/SECONDARY RESTRUCTURING (TERM APPOINTMENT) FROM JANUARY 22 TO JUNE 30, 1998.

#### **DEFEATED MOTIONS:**

##### **1. DRAFT TRUSTEE EXPENSE POLICY:**

IT WAS MOVED BY L. PEDDLE THAT THE MOTION BE AMENDED TO INCLUDE CHILDCARE AS A SPECIFIC ITEM.

##### **2. ENVIRONMENTAL ASSESSMENT BOARD RE: RENTAL OF BOARD ROOM:**

IT WAS MOVED BY J. BISHOP THAT THE BOARD APPROVE THE USE OF THE BOARD ROOM FOR PUBLIC HEARINGS BY THE ENVIRONMENTAL APPEAL BOARD AND THAT THE BOARD DETERMINE WHETHER OR NOT RENTAL CHARGES SHOULD BE LEVIED.



TRUSTEE MOTIONS - R. WOODWORTH

1. That correspondence addressed to the Director as Secretary of the Board and to the Chair as Chair of the Board be distributed to all trustees for information.
2. That trustees be furnished weekly, prior to Board or Committee meetings, with the full narrative draft minutes of all Executive Council meetings, on a confidential basis, for information purposes only.
3. That policy be immediately developed regarding regulations and procedures for receiving delegations.



#11

## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Health & Safety  
MEMORANDUM

TO: Allan Greenleaf  
Director of Education

FROM: Judi S. Goldsworthy  
Health & Safety Officer

RE: *Ministry of Labour Orders for Asbestos Concerns in Wentworth Facilities*

Attached are three orders issued to the Hamilton-Wentworth District School Board for asbestos related concerns. The orders are a result of a breach of proper removal procedures by Schiabe Electric at Ancaster High during the fire alarm upgrade that Schiabe Electric was contracted to perform. During the Ministry of Labour Inspectors' investigation it was also discovered that the (former) Wentworth County Board of Education's Asbestos Management Program was not in compliance with Regulation 838 respecting *Asbestos on Construction Projects and in Buildings and Repair Projects*.

Premise/Project Report F.V. No. 638697 pertains specifically to the fire alarm upgrade. Dan Goodale, Facility Supervisor, Ancaster High is conducting the daily inspections of all asbestos areas within the school. McGowan Insulations developed the procedures for Schiabe Electric to follow so they may complete the job. The procedures were cleared through the Ministry of Labour Inspector prior to being implemented.

Premise/Project Report F.V. No. 638696, although written specifically for Ancaster High, pertains in principle to all facilities within the former Wentworth County Board. Failure to implement the Asbestos Management Program in all Wentworth facilities will only result in orders being issued for each facility with unreasonable compliance dates.

I have been working on the compliance plan since receipt of the orders and should have it completed by January 30, 1998. Development of the plan is in consultation with the Joint Occupational Health and Safety Committee of the former Wentworth County Board as well as Bill Urie and Sharon Fair of the former Hamilton Board. Since the two Boards are now one, and the former Hamilton Board has an excellent Asbestos Management Program already in place, it was only natural to look at modify the program so it could apply to the Wentworth facilities rather than "reinventing the wheel".

I will submit the final draft of the compliance plan to you by January 30, 1998 for approval prior to submitting it to the Ministry of Labour on the February 6, 1998 compliance date.

1998 01 23  
Attach.

C:\MVF\JVA\Gampord mo. xpd

Approved for distribution  
by the Director.

Signature:

*Allan Greenleaf*

Date:

1998.01.27







Ontario  
Ministry of  
Labour  
Ministère  
du Travail  
de l'Ontario

Operations  
Division  
Division  
des opérations

Occupational  
Health and  
Safety  
Santé et  
sécurité au  
travail

# Premise/Project Form Formulaire d'inspection des locaux/du chantier

Date/Date  
D/J M/M Y/A  
01/07/1998

PPR Page No./R.L.C. page  
1 of 1

F.V. No./N° de - VR.  
638697

Premise/Project Name/Nom des locaux/du chantier

ANCASTON HIGH SCHOOL

P.P. LD. No./NOP No./  
N° d'Ident. - VC/NP A.P.  
97-99999

Case I.D. No./N° Id. du cas  
638697

Premise/Project Location/Emplacement des locaux/du chantier

BRIDGEVILLE RD

ANCASTON

P/P Sub type/Sous-type L/C  
ASBR

Inspection Unit/Unité  
d'inspection

CNSIV

SIC Codes/Codes CIS

JHSC Status/Statut du  
CMSS

JC20

Work Force/Personnel

% Cptd./% trav. finis

Bring Forward/Présenter

Staff I.D./Id. de l'insp.

279

Requesting I.D./No d'Id.  
du (de la) resp

Case Type/Type de cas

☒ INSP/INSP  
☐ INVE/ENQ  
☐ CONS/CONS

F.V. Type/Type de V.R.

INIT

☐ Close Assign/  
Fermer le travail  
☐ Close Case/Fermer le  
dossier

For Office Use Only

Narrative/Description

- Meet Tax Day To Review PROGRESS

REQUIREMENTS WITH WENTWORTH BOARD, HOGAN T  
SCHIBLER

- ALCO CURB & OSSTF ON SITE

☐ Cont'd./Suite

Order Issued to/Ordre donné à :

To/Destinataire

I.D. No./N° d'ident.

Trade Code/Code du métier

Telephone No/Téléphone n°

Mailing Address/Adresse postale

City/Ville

Postal Code/Code postal

Organizations/Organisme

☐ Constructor/  
Constructeur(trice)  
☐ Employer/  
Employeur(euse)

☐ Owner/  
Propriétaire  
☐ Licensee/  
Titulaire d'un permis

☐ Supplier/  
Fournisseur(euse)  
☐ Architect, P. Eng./  
Architecte, ingénieur(e)

Individuals/Particuliers

☐ Supervisor/  
Superviseur(e)  
☐ Worker/  
Travailleur(euse)  
☐ Officer, Dir. of Corp./  
Dirigeant(e), admin. de la société  
☐ Other/Autre

You are required to comply with the order(s)/requirements by the dates listed below (Please note codes on back of this page.)/Ordre vous est donné de vous conformer aux articles aux dates indiquées ci-dessous. (Veuillez vous reporter aux codes figurant au verso de la présente formule.)

Order No./N° d'ordre	Type Code/Code	Act/Reg/Loi/Regl. I.D./N° d'Id.	Yr/ Année	Sec/ Art.	Sub Sec/ Par.	CI/ AI.	Text of Order/Requirements/Texte de l'ordre/Exigences	Comply by Date/Se conformer d'ici le D/J M/M Y/A
							- DAILY INSPECTION TO CONTINUE PROGRESS TO BE DEVELOPED & SUBMITTED PRIOR TO ELECTRICAL WORK CONTINUING.	

☐ Cont'd./Suite

Recipient/Destinataire

BICARE THOMPSON

Signature of Recipient/  
Rapport présenté à (nom)

Title/Titre

Mgr. of Plant

Signature/  
Signature

Inspector Data/Données de l'inspecteur(trice)

Ruby Hinton  
CONSTRUCTION SAFETY OFFICER  
For Further Information Contact: Area Manager  
1 Jarvis Street  
Hamilton, Ontario L8R 3J2  
Tel: (905) 577-6221 Toll Free (905) 1-800-263-6906

Signature/  
Signature

Worker Representative/Représentant(e) des travail-  
leur(euse)s

OSSTF  
CUPE

Signature/  
Signature

Note: You are required under the Occupational Health and Safety Act to post a copy of this report in a conspicuous place and provide a copy to the health and safety representative and the committee, if any. You have the right to appeal any order to the Office of Adjudication within 14 days. Remarque: En vertu de la Loi sur la santé et la sécurité au travail, vous devez afficher une copie du présent rapport dans un endroit bien en vue et en fournir une copie au (à la) représentant(e), ainsi qu'au comité, de santé et sécurité, le cas échéant. Vous pouvez en appeler de tout ordre au Bureau d'arbitrage dans les 14 jours qui suivent.

Client Copy / copie du (de la) client(e)

Page 4



Ontario  
Ministry of  
Labour

Ministère  
du Travail  
de l'Ontario

Operations  
Division

Division  
des opérations

Occupational  
Health and  
Safety

Santé et  
sécurité au  
travail

Premise/Project Form  
Formulaire d'inspection des locaux/du chantier

Date/Date D/J M/M Y/A 07/12/98		PPR Page No./R.I.C. page 1 d/de 3	F.V. No./N° de - V.R. 63869
Premise/Project Name/Nom des locaux/du chantier ANCASTON HIGH SCHOOL		P/P LD. No./NOP No./ N° d'ident. - V.C.N.P. A.P. 97-99999	Case LD. No./N° Id. du cas 638696
Premise/Project Location/Emplacement des locaux/du chantier JERSEYVILLE RO. ANCASTON		P/P Sub type/Sous-type L/C ASBR	
Inspection Unit/Unité d'inspection CNSN	SIC Codes/Codes CIS	JHSC Status/Statut du CMSS SC20	Work Force/Personnel
Staff ID./Id. de l'insp. 279	Requesting I.D./No d'id. du (de la) resp	Case Type/Type de cas <input checked="" type="checkbox"/> INSP/INSP <input type="checkbox"/> INVE/ENQ <input type="checkbox"/> CONS/CONS	F.V. Type/Type de V.R. INIT
		<input type="checkbox"/> Close Assign/ Fermer le travail <input type="checkbox"/> Close Case/Fermer le dossier	For Office Use Only

Narrative/Description

ATTENDING: GORFF THOMPSON, BARRY THOMPSON,  
JIM GOLDWORTHY, LAVIE SWACKHAMMER, KIR OLIVER  
The asbestos management program provided was discussed  
and deficiencies were noted.

☒ Cont'd./Suite

Order Issued to/Ordre donné à :

To/Destataire HAMILTON-WENTWORTH SCHOOL BOARD	I.D. No./N° d'ident.	Trade Code/Code du métier	Telephone No./Téléphone n° (905) 527-5092
Mailing Address/Adresse postale 100 MAIN ST. W.	City/Ville HAMILTON	Postal Code/Code postal L8N 3L1	

Organizations/Organisme

- ☐ Constructor/  
Constructeur(trice)  
☒ Employer/  
Employeur(euse)  
☐ Licensee/  
Titulaire d'un permis

- ☐ Supplier/  
Fournisseur(euse)  
☐ Architect, P. Eng./  
Architecte, Ingénieur(e)

Individuals/Particuliers

- ☐ Supervisor/  
Superviseur(e)  
☐ Worker/  
Travailleur(euse)  
☐ Officer, Dir. of Corp./  
Dirigeant(e), admin. de la société  
☐ Other/Autre

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001	U	03890	5				Pursuant to Section 5 of the Regulation respecting Asbestos on Construction Projects and in Buildings and Repair Operations, the owner shall prepare and implement Kovine	<input checked="" type="checkbox"/> Cont'd./Suite

Recipient/Destataire Name of Recipient/ Rapport présenté à (nom) Barry Thompson Title/Titre M. de l'insp. Signature/ Signature Barry Thompson	Inspector Data/Données de l'inspecteur(trice) Rudy Huber CONSTRUCTION SAFETY OFFICER For Further Information Contact: Area Manager 1 Jarvis Street Hamilton, Ontario L8R 3J2 (905) 577-6221 Toll Free (905) 1-800-363-3303 Signature/ Signature Rudy Huber	Worker Representative/Représentant(e) des travail- leur(euse)s Signature/ Signature L. Swackhammer
---	---	--

Note: You are required under the Occupational Health and Safety Act to post a copy of this report in a conspicuous place and provide a copy to the health and safety representative and the committee, if any. You have the right to appeal any order to the Office of Adjudication within 14 days. Remarque: En vertu de la Loi sur la santé et la sécurité au travail, vous devez afficher une copie du présent rapport dans un endroit bien en vue et en fournir une copie au (à la) représentant(e), ainsi qu'au comité, de santé et sécurité, le cas échéant. Vous pouvez en appeler de tout ordre au Bureau d'arbitrage dans les 14 jours qui suivent.





Ontario  
Ministry of  
Labour

Operations  
Division

Occupational  
Health and  
Safety

Ministère  
du Travail  
de l'Ontario

Division  
des opérations

Santé et  
sécurité au  
travail

Premise/Project Form - Order Continuation / Formulaire  
d'inspection des locaux/du chantier Recondution de l'ordre

Date/Date D/J	M/M	Y/A	PPR Page No./R.I.C. page	F.V. No./N° de - V.R.
07	JAN	98	2 of 3	638696

Premise/Project Name/Nom des locaux/du chantier

ANCASTER HIGH SCHOOL

P/P I.D. No./NOP No./  
N° d'Ident. - I/C N° A.P.

97-9999

Order Issued to/Ordre donné à :

To/Destataire	I.D. No./N° d'Ident.	Trade Code/Code du métier	Telephone No./Téléphone n°
HAMILTON WENTWORTH SCHOOL BOARD			
Mailing Address/Adresse postale	City/Ville	Postal Code/Code postal	
100 MAIN ST. W	HAMILTON		

Organizations/Organisme

<input type="checkbox"/> Constructor/ Constructeur(trice)	<input checked="" type="checkbox"/> Owner/ Propriétaire	<input type="checkbox"/> Supplier/ Fournisseur(euse)	<input type="checkbox"/> Supervisor/ Superviseur(e)	<input type="checkbox"/> Officer, Dir. of Corp./ Dirigeant(e), admin. de la société
<input checked="" type="checkbox"/> Employer/ Employeur(euse)	<input type="checkbox"/> Licensee/ Titulaire d'un permis	<input type="checkbox"/> Architect, P. Eng./ Architecte, ingénieur(e)	<input type="checkbox"/> Worker/ Travailleur(euse)	<input type="checkbox"/> Other/Autre

Individuals/Particuliers

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Order No./N° d'ordre	Type Code/Code	Act/Reg/Lot/Régl. LD./N° d'Id.	Yr/ Année	Sec/ Art.	Sub Sec/ Par.	Cl/ Al.	Text of Order/Requirements/Texte de l'ordre/Exigences	Comply by Date/Se conformer d'ici le
								D/J M/M Y/A
							an Asbestos management Program which meets all requirements as outlined by Section 5.	
002 - 01HS A90			57	4			Pursuant to Section 57(4) of the Occupational Health & Safety Act, the <del>an</del> employer shall prepare a compliance plan outlining how compliance with order #001 FV#638696 will be achieved. This plan	

☒ Cont'd./Suite

Recipient/Destataire/Respect exigé

Inspector Data/Données de l'inspecteur(trice)

Rudy Haber

CONSTRUCTION SAFETY OFFICER

For Further Information Contact: Area Manager

1 Jarvis Street

Hamilton, Ontario L8R 3J2

tel: (905) 577-6221 Toll Free (905) 1-800-263-6906

Worker Representative/  
Représentant(e) des travailleur(euse)s

Name of Recipient/  
Rapport présenté à (nom)

BRIAN THOMSON

Site

Signature/  
Signature

Signature/  
Signature

Note: You are required under the Occupational Health and Safety Act to post a copy of this report in a conspicuous place and provide a copy to the health and safety representative and the committee, if any. You have the right to appeal any order to the Office of Adjudication within 14 days./Remarque : En vertu de la Loi sur la santé et la sécurité au travail, vous devez afficher une copie du présent rapport dans un endroit bien en vue et en fournir une copie au (à la) représentant(e), ainsi qu'au comité, de santé et sécurité, le cas échéant. Vous pouvez en appeler de tout ordre au Bureau d'arbitrage dans les 14 jours qui suivent.





1998 01 27

To: The Trustees

From: Allan A. Greenleaf, Director of Education and Secretary

Re: SUPERINTENDENTS' ADMINISTRATIVE ASSIGNMENTS

---

**RECOMMENDED ACTION:**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
**THAT THE FOLLOWING SUPERVISORY OFFICER ASSIGNMENTS BE APPROVED  
AS PRESENTED:**

**Assignments**

City East - Wayne Joudrie

City West - Murray Quinn

Mountain West - Stew Thompson

Mountain East - Pat Gillie

County East - Krys Croxall

Secondary East - Betty Bond (Secondary Restructuring Lead)

Secondary West - Ken Waters (Secondary Operations Lead)

Business and Treasurer - Don Grant

Transitional Services - Merv Matier

Director and Secretary - Al Greenleaf

**Vacancies for Posting:**

County West

Operations

Instructional Services

**Rationale**

All of the Supervisory Officers have been approached, both individually and collectively, with respect to the assignments proposed. All have willingly accepted their assignments which are anticipated to come into effect sometime during the period of March 31 to April 30, 1998. The actual composition of the schools to be included with each supervision cluster is still under discussion, as is the assignment of the additional elements of individual superintendent's portfolios. The attached list of portfolio elements is provided as was requested at the last meeting.

After the assignments have been approved, the vacancies listed will be posted in accordance with the Board-approved staff placement process.



## System Responsibilities/Portfolios

Adult and Continuing Education

Assessment/Reporting

Athletics

Child Care/ECE

Community Relations (e.g. School councils, IEC, etc.)

ESL/Antiracism

Home Instruction

Information Technology/Computers in the Classroom

Leadership Training and Development

Media and Kit Services/Library

Ontario Curriculum

Outdoor Ed.

Performance Appraisal

Research

S.A.L.E.P.

Safe Schools

Secondary School Reform

Staff Development

Staffing and Collective Agreement Liaison – Elementary

Staffing and Collective Agreement Liaison – Secondary

Student Support Services (Special Education, Speech and Language, Psychological Services,

Social Work, EA's)





LIBRARY CONGRESS

FEB 5 1998

GOVERNMENT DOCUMENTS

C O R R E S P O N D E N C E



#16



# Barton Secondary School

OFFICE OF THE PRINCIPAL  
TELEPHONE (905) 389-2234

75 PALMER ROAD HAMILTON ONTARIO L8T 3G1

file:green1

January 16, 1998

**MR. ALLAN GREENLEAF,**  
*Director of Education & Secretary Treasurer,*  
*The Hamilton Wentworth District School Board,*  
100 Main St. West,  
Hamilton, Ontario,  
L8N 3L1

OFFICE OF THE

JAN 20 1998

DIRECTOR OF EDUCATION

*Dear Mr. Greenleaf,*

The Barton School Council, on behalf of the parents, students, and teachers of the school, wish to re-affirm our position with the Board that we remain very concerned about the state of disrepair of the Barton building, and would like some definitive answers as to when we will receive the Board's attention regarding the repair of the school.

We assume that Barton has not been included in the current "Stub Budget" as we have not been informed, which brings us to our next step, the new budget commencing September 1, 1998 through to August 31, 1999. We would like to work towards inclusion in the new budget and ask for your support.

It recently came to our attention that the Board has allocated the sum of \$70-100,000 to Westmount for the construction of an elevator to accommodate one student. We then reached the conclusion that there are funds available and, therefore, are requesting our allocated share of the "Stub Budget" funds to begin our renovations.

The anniversary date of our initial correspondence (included) on this matter is fast approaching and, as a result, we request concrete answers and action.

We understand that in your new position time is at a premium, however, your prompt attention and response to this matter would be appreciated.

Yours Truly,  
**SCHOOL COUNCIL, BARTON SECONDARY SCHOOL**

Bruce Rich,  
Chair

c.c.

Mr. Ken Bain,  
Ms. P.C. Gillie,  
Mr. Merv Matier,

Mr. Paul Murphy,  
Ms. Laura Peddle,  
Mr. Trevor Pettit.





**The Board of Education for the City of Hamilton**  
**Le Conseil de l'éducation de la ville de Hamilton**

100 Main Street West  
Hamilton, Ontario  
Telephone (905) 527-5092  
Fax (905) 521-2536



100, rue Main Ouest  
Hamilton (Ontario)  
Téléphone (905) 527-5092  
Fac-similé (905) 521-2536

Office of the Superintendent - Administrative and Operational Services - Ext. 2347

1997 10 23

Mr. Bruce Rich  
Chair  
School Council  
Barton Secondary School  
75 Palmer Road  
Hamilton, Ontario  
L8T 3G1

Dear Mr. Rich:

The letters of May 21, 1997 and October 3, 1997 from the School Council, Barton Secondary School have been referred by the Board to me for reply.

The following is provided for the information of the Barton School Council:

- 1.) Barton Secondary School is the next school on the list of major renovations as presented to the Board in the 1994 Accommodation Report. (Copy attached)
- 2.) Our last high school renovation (Glendale) started through the Canada Ontario Infrastructure Works Program (C.O.I.W.). This funding from the federal and provincial government enabled the Board to get started on the first phase. We understand that a new C.O.I.W. program may be made available. However, at this time no information or details have been released.
- 3.) Funding sources and eligibilities for capital renovations that would be covered under the new district school board are not currently known. General information is available, however the requisite detail is not yet known.
- 4.) As an executive liaison to the Property Sub Committee of the Local Education Improvement Committee, I have presented for information the list referenced in point #1. I have cited Barton as the next high school scheduled for renovation.

This Committee has recommended that an early report on accommodation go to the new district board.

- 5.) My current responsibilities include Plant Services and Accommodation. In preparation for the 1998 budget my normal course of action would include recommendations regarding major capital. As such a recommendation regarding Barton would be put before the Board.

Until the new district board is in session and regulations of the Ministry of Education are known I am not able to provide any more assurance with respect to Barton.

Mailing Address  
P.O. Box 2558  
Hamilton, Ontario  
L8N 3L1

Adresse postale  
C.P. 2558  
Hamilton (Ontario)  
L8N 3L1

Mr. Bruce Rich

1997 10 23

- 6.) I am aware of the electrical conditions at Barton and have staff considering possible solutions. Part of this may be partially resolved as a result of the Energy Management Plan the Board has approved and we are about to commence.

I am aware of the heating/cooling condition at Barton. I have cited the condition when discussing energy management.

- 7.) The roofs of all our schools have been assessed by a Roofing Consulting Company. We prioritize our annual major roof replacement and repair from this assessment. As well, when we carry out renovations, roofs are included as part of the consideration. Roof work was carried out at Glendale by way of example.

I trust this information will assist Barton School Council in knowing that Barton is under consideration for improvement.

Sincerely



P. C. Gillie  
Superintendent  
Administrative and Operational Services

cc: M. Cunningham  
M. Matier  
G. Darby  
M. Lowe  
K. Bain  
P. Murphy  
D. O'Connor

## MAJOR RENOVATION PROGRAM

The following information outlines the program and status of the Board's major renovation program. As a result of directions from the Budget Review Committee in 1989 and 1990, the program was reviewed, updated, accelerated and extended. The Budget Review Mandates in 1992 and 1993 and the uncertainty of future funding has resulted in no new projects being added to the list at this point in time. The proposed Facility Renewal Program to be introduced by the Ministry of Education and Training by the end of 1994 is expected to assist Boards in realigning Renovation Needs. The focus is on buildings that are 20 years old or more. For the Hamilton Board this represents a significant number of our facilities. The current status of this work is as noted.

*Note:* The 1993 Report column highlights projects added in the the 1993 Report.

YEAR	SCHOOL	ESTIMATED COST	STATUS	1993 REPORT
1993	Hill Park Ren & Addn (Phase I of III)	1,500,000	Complete	
1993	Hillsdale (Phase I of III)	900,000	Complete	
1994	Hill Park (Phase II of III)	2,000,000	Complete	
1994	Hillsdale (Phase I of III)	1,130,000	Complete	
1994	G. P. Vanier Feasibility Study	25,000	Future	New
1994	Westwood - enlarge Library & Parking Lot	250,000	Future	New
1995	Central (Phase I of I)	600,000	Recommended	
1995	Hill Park (Phase II of III)	1,500,000	Recommended	
1995	Hillsdale (Phase II of III)	300,000	Defer	
1995	Glendale (Phase I of III)	1,550,000	C.O.I.W. +	
1996	Barton (Phase I of III)	1,500,000	Future	
1996	Glendale (Phase I of III)	2,000,000	C.O.I.W. +	
1996	Ryerson - 5 room addition	1,000,000	Recommended	New
1997	Glendale (Phase II of III)	1,500,000	C.O.I.W. +	
1997	Queensdale Interior Renovation	450,000	Future	New
1997	Barton (Phase II of III)	1,500,000	Future	
1997	C. B. Stirling - new gymnasium	1,000,000		New
1998	Chedoke - new gymnasium	1,000,000		New
1998	Barton (Phase III of III)	1,500,000	Future	
1999	Woodward - window Repl & Ren	-	Future	New
1999	Norwood Park - new gymnasium & Library	-	Future	New

\* To be determined

+ C.O.I.W. - Canada Ontario Infrastructure Works Program







# Barton Secondary School

OFFICE OF THE PRINCIPAL  
TELEPHONE (905) 389-2234

75 PALMER ROAD HAMILTON ONTARIO L8T 3G1

October 3, 1997

**MR. MERV MATIER,**  
*Director of Education and Secretary of the Board,*  
Office of the Director,  
Hamilton Board of Education,  
100 Main St. West,  
Hamilton, Ontario,  
L8N 3L1

*Dear Mr. Matier,*

The Barton School Council, on behalf of the parents, students, and teachers of the school, wish to re-affirm with the Board that we remain concerned about the state of disrepair of the Barton building, and ask that you forward copies of this correspondence to the appropriate Operations & Finance Committee members.

We first expressed these concerns in a letter to you on May 23, 1997 (enclosed). Subsequently, Mr. Grant Darby, Trustee Ward 6, advised the Council to approach the Board of Education to have our concerns presented. We are also including some comments from graduating students which were generated as part of an exit survey.

We do acknowledge that the Local School Board will be reconstituted January 1, 1998 and in the changeover of responsibilities we would still expect some action.

It has also been drawn to our attention that there is an upcoming "Stub Year Budget" from January 1, 1998 through August 31, 1998 and we wish some consideration in the allocation of those funds.

We appreciate the Board's attention and look forward to your response.

Yours Truly,

**SCHOOL COUNCIL, BARTON SECONDARY SCHOOL**

  
Bruce Rich,  
Chair

c.c. Mr. Ken Bain,  
Mr. Grant Darby,  
Ms. Pat Gillie,  
Mrs. Marion Lowe



# Barton Secondary School

OFFICE OF THE PRINCIPAL  
TELEPHONE (905) 389-2234

75 PALMER ROAD HAMILTON ONTARIO L8T 3G1

May 23, 1997

**MR. MERV MATIER,**  
*Director of Education and Secretary of the Board,*  
Office of the Director,  
Hamilton Board of Education,  
100 Main St. West,  
Hamilton, Ontario,  
L8N 3L1

*Dear Mr. Matier,*

During the past year, the School Council of Barton Secondary School has established a number of priorities. Our main and ongoing priority is the enhancement of the learning environment in the school. A major component of a positive learning situation is that the building should be in good repair. This is not the condition at Barton.

After considerable thought, discussion, and touring of the plant, the School Council of Barton Secondary feels that the following areas need attention as soon as possible, ( we also feel that an overall renovation of the school is in order and should be placed in the Board's plans):

Heating / Cooling:

- on many winter days the school is cold
- digital thermometer readouts have been as low as 12 C degrees when measured near the floor of some classrooms
- a review of the heating system is needed
- the installation of new windows and in some cases doors would certainly improve the situation
- perhaps some consideration could be given to air conditioning in the future

Electrical:

- power outages continue to occur in the computer area of the school
- ballasts in florescent fixtures continue to fail causing leaks of both gases and tar

Proper Accommodation:

- furniture throughout the building is in disrepair
- of special concern are larger areas such as: the library, the cafeteria, and the auditorium

Structural:

- a roof assessment should be undertaken as we continue to experience leaks throughout the school

We understand that the Board is working with an energy consortium and that this may result in some improvements at Barton with regards to heating. However, this does not address the other concerns and we respectfully request that the Board give these serious consideration.

Thank you for your consideration and we await your reply.

Sincerely,  
SCHOOL COUNCIL, BARTON SECONDARY SCHOOL

Bruce Rich  
Chair

c.c. Mr Ken Bain, Mr. Grant Darby, & Mrs. Marion Low

Ministry of Education  
and Training

Minister

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2  
Telephone (416) 325-2600  
Facsimile (416) 325-2608

Ministère de l'Éducation  
et de la Formation

Ministre

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2  
Téléphone (416) 325-2600  
Télécopieur (416) 325-2608



#17

January 23, 1998

Ray Mulholland, Chair  
English-language Public District School Board No.21  
100 Main Street West, P.O. Box 2550  
Hamilton, Ontario L8N 3L1

Dear Mr. Mulholland:

In response to the revised school year calendars for the 1997-98 school year, as submitted by school boards merged into the English-language Public District School Board No.21, the following calendar is approved:

Wentworth Co Bd of Ed - Sec

This approval is given in accordance with the provisions of Regulations 304 as outlined in Subsection 6 (3).

Sincerely,



David J. Johnson  
Minister

cc: Director of Education and Secretary







# THE WENTWORTH COUNTY BOARD OF EDUCATION

THE MEMORIAL BUILDING, 357 WILSON STREET EAST, ANCASTER, ONTARIO L9G 4B7  
TELEPHONE (905) 523-8621 FAX (905) 648-5583

December 4, 1997

Norah Franklin, District Manager  
Kitchener-Waterloo District Office  
30 Duke Street West, 9<sup>th</sup> Floor  
Kitchener, Ontario  
N2H 3W5

Dear Norah Franklin:

Enclosed please find the revised School Year Calendar for 1997-98 approved by The Wentworth County Board of Education at its meetings of November 17 and December 1, 1997. The revisions to the School Year Calendar 1997-98 which had received earlier approval by the Ministry of Education. These revisions are a result of the withdrawal of service by the teachers earlier this fall. Every attempt was made to recapture as many instructional days as possible as directed by the Minister.

Following are the revisions to the secondary calendar:

- a) elimination of the six mid-term Examination Days,
- b) elimination of the November 3<sup>rd</sup> Professional Activity Day,
- c) elimination of the Professional Activity Day originally scheduled for May 1, 1998,
- d) movement of the first term Examinations from January 22-27 to January 29-February 3, 1998,
- e) the start of the second semester will be Monday, February 9, 1998 rather than Monday, February 2, 1998, and,
- f) final Examinations for Semester Two will be moved from June 16-22 to June 18-24, 1998.

Following are the revisions to the elementary calendar:

- a) elimination of the following Professional Activity Days - November 3<sup>rd</sup> (curriculum implementation), November 14<sup>th</sup> (report preparation), February 27<sup>th</sup> (report preparation) and May 1<sup>st</sup> (federation day).
- b) the following Professional Activity days are maintained - December 5<sup>th</sup> (report preparation), June 5<sup>th</sup> (report preparation/promotion meetings) and June 25-26 (organization, team meetings, OSR's and strategic plan).

It was determined that, with the provincially mandated new Ontario Curriculum and Ontario Report Card being implemented in 1997-98, there was a critical need to maintain the identified Professional Activity Days.

I hope this information is satisfactory for your approval of the revised Wentworth County Board of Education School Year Calendar for 1997-98.

Yours truly,

A handwritten signature in dark ink, appearing to read "Allan A. Greenleaf". The signature is fluid and cursive, with the first name "Allan" and last name "Greenleaf" clearly distinguishable.

Allan A. Greenleaf  
Director of Education

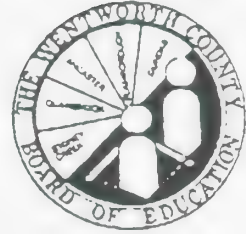
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# BALACLAVA PUBLIC SCHOOL

"Learning to Care — Caring to Learn"

Carlisle Post Office  
Carlisle, Ontario  
L0R 1H0  
659-3396



January 12, 1998

Mayor McMeekin  
163 Dundas Street E  
P.O. Box 50  
Waterdown, Ontario  
L0R 2H0

JAN 12 1998

Dear Mayor McMeekin:

I am writing you to express my concern about the present situation in Flamborough that places our children in the midst of a political argument. This disagreement is taking away their rights to use Flamborough's public recreation facilities as we have in the past.

Historically my school, BalACLAVA, has always allowed community groups to use our gym and in return we could use the Carlisle arena. If youth groups use our gyms, the charge is minimal. If adult groups want to rent our school, there is a charge.

Last June the agreement between the Wentworth Board of Education and the Recreation Departments was altered and currently these two parties are in the midst of a disagreement over who can use which facility at what price.

The result of this, from my perspective, is that my Carlisle children now have to pay an extremely high price for ice usage and are therefore not able to take advantage of the public arena just across the field from our school.

Our school is currently renting our gym out to the children of Flamborough five nights a week for approximately 11 hours. I refuse to deny any group access to our gymnasium, especially youth groups. In return for these 11 hours, the Flamborough Recreation refuses to allow us any credit for ice time. I have made available currently 6 hours a week for Flamborough Recreation to use our gym for adults in exchange for some credit towards ice time, however they refuse because they have no adult groups wanting to use our school.

Beginning April 1st., I have indicated that Flamborough Recreation may use our gym for 20 hours a week for adults if desired. Again, this is not acceptable because there is no adult group currently wanting to use our indoor facility.

- 2 -

Historically, BalACLava school has gone for a Buddy Skate at Christmas time at the Carlisle Arena. This event pairs up our young students with their older "Buddies" and much fun is had by all. This year was no exception. However, the Recreation Department wants the taxpayers in our community to pay \$600 for their children to use our local arena, when in fact our school in return is heavily used by the youth of Flamborough on a nightly basis.

I have not yet informed the parents in my community about the situation, I do however now feel that they need to become aware of what is happening.

By writing to you, it is my hope that you may be able to bring some common sense to the situation and that a co-operative sharing of resources and facilities between my school and the Town of Flamborough may resume.

The students of the Carlisle community do not deserve to be put in the middle of such a ridiculous disagreement. I strongly disagree with the Recreation Department using my students to prove a point that is beyond our control. I strongly disagree with the Recreation Department unfairly charging the tax payers of my community for arena use when I make BalACLava available to minor soccer, minor baseball and minor hockey for a one time fee of \$16, regardless of the number of hours used.

Sincerely,



Mr. Robert Brown,  
Principal,  
BalACLava Public School.

RB:dlm

cc Bob Elkin, Town of Flamborough - Recreation Dept.  
Kevin Keith, Town of Flamborough - Recreation Dept.  
Wayne Joudrie, Hamilton Wentworth School District Board  
Bruce Thompson, Hamilton Wentworth School District Board  
Mr. Monteith, Town of Flamborough - Councillor  
Paul Banks, Reporter for the Flamborough News  
Brian Cooper, Hamilton Wentworth School District Board  
Tony Scarica, Member of Provincial Parliament  
Adrienne Davidson, Chair of the BalACLava School Council  
Bev Cook, President of the BalACLava Home and School



#19

59 Robinhood Drive

Dundas

Ontario L9H 4G2



Michael Harris

Queens Park

Toronto

20<sup>th</sup> January 1998

Dear Mr Harris,

I enclose a letter that our youngest daughter presented to me before Christmas. She is nine years old, in grade four, and I had no idea that she was writing to you, nor had anyone else!

Neither my husband nor myself are teachers, and her comments reflect her own observation that her school experience has been narrowed.

I enclose an article which I came across subsequently, which seems to support her concerns.

Victoria looks forward to your response.

Sincerely

Sue Carr

cc. Don Matthews, President, Wentworth Burlington Provincial Progressive  
Conservative Riding Association.

Tony Skarica, M.P.P., King Street, Dundas.

Alan Greenleaf, Director and Secretary, Hamilton Wentworth Board of Education.



Dear Mr. Harvie,

Please could you make it so that the music teachers who use to teach us music, still teach us music? I would like that very much. I'd like you to do that because our classroom teacher hasn't had much experience with teaching music. He can't play the piano. I still like him... but our singing doesn't sound good without

the piano. Our old teacher, (Music teacher) Mrs. Kidney was very good at playing the piano, and singing. Now she teaches kindergarten. Please, Please, Please change it back!!

From, Victoria Carr  
(59 Robinhood drive L9H 4G2)  
(ont.)

.P.S. I'd be very, very happy if you did!

.P.P.S. Merry Christmas!!



# The Sound of

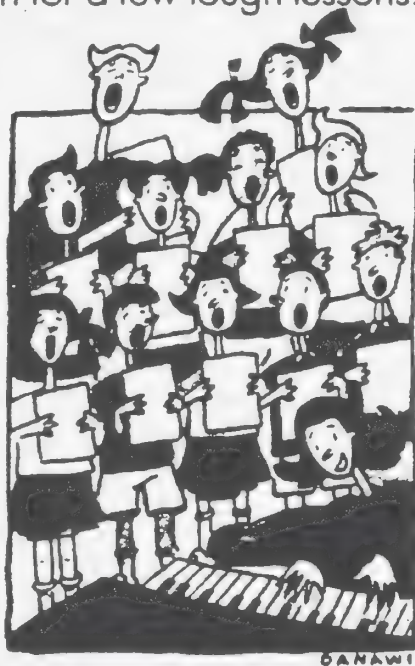
In Japan, an integrated music program has been scientifically proven to help children learn math. In Canada, where the future of music education is still hotly debated, we could be in for a few tough lessons. Lesley Krueger takes a look

Teacher Emiko Yoshida leaves the grand piano at the front of the Grade 9 music class to walk down the aisles of uniformed students. A slight woman with a beautiful soprano voice, she is one of five full-time music teachers at Inagakuen high school outside Tokyo. Light streams through the tall windows as she drills her students in foreign pronunciation for the German song they are learning—a folk song complicated by unfamiliar knots of consonants that set the students giggling.

"It's hard," one girl protests, to a chorus of agreement. But a few moments later, the 35 students are belting out the song in impressive German, their voices rising and falling in a practiced dynamic as they follow the notes in their paperback text.

In one sense, a school music class in Japan is much like one in Canada, as children with varying degrees of talent swell their lungs and souls with song. Yet the Inagakuen class is part of a compulsory arts program in Japanese schools that takes children far beyond Canadian requirements. Given cutting-edge scientific research into the apparent spillover effects of studying music—most notably in improving children's math abilities—a look at the highly structured Japanese system leads to hard questions in the debate over music education here.

Cutbacks fuel the Canadian controversy, since music programs have been



slashed in New Brunswick and eroded across the country as cash-strapped governments try to cut "frills." Award-winning Toronto music educator Jean Ashworth Bartle notes that some children here now reach Grade 7 before receiving any formal music training.

"That's ludicrous," Bartle says flatly. "The earlier children are exposed to music, the better. Music is like a language, and 5- to 7-year-olds assimilate a language much sooner than a 13-year-old. Parents must demand music education in the schools, even if it means extending the school day. Music is not a frill, it's a necessity."

It certainly isn't a frill in Japan, where music is an integral part of the country-

wide curriculum that's being laid down by the federal Ministry of Education. Indeed, from Grade 1 through to Grade 8, all of the Japanese children have two 45-minute periods of music per week. Grade 1 classes include simple song games, but students also start to learn to read music through pictures, symbols and do-re-mi instruction.

By Grade 6, students are expected to both read and sing in three-part harmonies. They also learn to play two instruments, with young kids starting on harmonicas and progressing to recorders and electronic keyboards in junior high. In the first two years of high school, they choose between compulsory music, art and calligraphy classes. After that, art classes become optional except for those planning to pursue artistic careers.

Music professor Gloria Kiester, who recently spent a year in Japan studying the music education system, cautions that the rigorous Japanese curriculum is far from flawless. "In all of the schools I visited, I always gave the teachers and principals an opportunity to ask me about our system," says Kiester, who teaches at St. Olaf College in Northfield, Minn. "Every single time I was asked, 'How do you teach creativity?'" In Kiester's opinion, the Japanese system emphasizes skills acquisition at the expense of individual flowering.

Yet recent research shows that rigorous training still has its benefits—and an

impact that reaches beyond the arts. Martin Gardiner is a member of a team of researchers from The Music School in Providence, R.I., who recently spent time studying music education and visual arts in two Pawtucket, R.I. schools. According to Gardiner, two classes of Grade 1 students in each school were given more than one hour of enriched music and visual arts study each week based on the highly structured Kodály method of music teaching. Like Japanese children, these enriched music students started learning to read music while singing songs of increasing difficulty.

Meanwhile, two control classes in each school received three-quarters of an hour of music during one week and one hour of visual arts during the next with less emphasis on learning specific singing skills and theory. In all other subjects, the enriched and regular classes received identical instruction.

After a year, Gardiner had a surprise. He discovered that at the start of the experiment, principals at both schools had unintentionally placed children who had been "underachievers" in kindergarten in the enriched classes, while the control groups were made up of academically average kids. Yet when Gardiner and his associates tested both groups for progress in reading and math, he found, using standard achievement tests, that the "underachievers" in the enriched music classes had caught up with the average kids in reading ability.

In arithmetic, they did even better. Three-quarters of the children in the enriched music class scored at grade level or above, compared with half the kids in the regular music classes—a result replicated during the second year of the Rhode Island study.

Researchers in both California and Switzerland have found that children from ages 3 to 4 have improved capabilities (which could suggest a foundation for improved math skills) following intensive music and visual arts training. This has led some neurologists to speculate that the areas in the brain responsible for understanding the arts and mathematics either lie close together or interconnect. Exercising one ability may help to develop the other—a process

Gardiner calls "mental stretching."

Says Gardiner: "The basic idea is that to learn anything new, you have to stretch your capabilities in a new direction. It's possible that the kind of stretching you have to do to improve your music skills is similar to the type of stretching required to improve your math skills."

While no studies of this type have been done in Japan, these results might help explain internationally high Japanese test scores in math. Yet beyond such utilitarian benefits is the fact that music is beautiful and fun. Gardiner says he often dropped in to the Pawtucket classrooms just to hear the children sing. "All kids love to do something well," he says. "And you should have seen the smiles on their faces when they sang well and knew it."

At Inagakuen high school, the students smile broadly at a visitor as they finish their German folk song. People say music is a universal language. Such smiles transcend borders as well. □

## And on another note...

Jean Ashworth Barde, conductor of the internationally renowned Toronto Children's Chorus, says, "Children should be not just read to but sung to every night."

And as for recorded music, even "5-year-olds can listen to Mozart if the music is presented to them properly." Particularly recommended: classically inspired tapes such as *Beethoven Lives Upstairs* and *Mr. Bach Comes to Call*.

Check your community centre and local library for free musical programs. In some major cities, local symphonies offer reduced-rate children's Saturday afternoon concerts. If local programs are scarce, start one yourself.

Investigate children's choirs through your provincial choral federation, usually located in the provincial capital. All major Canadian cities have at least one non-denominational children's chorus, and choirs from churches and synagogues provide good musical instruction also. Orff and Suzuki programs for instrumental music can start at age 5 or 6, recorder and piano at 7 or 8.

Most important of all: "Lobby your school board to make sure your school music program is not just maintained, but strengthened," says Ashworth.

URBAN/MUNICIPAL

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1998

## VENTWORTH DISTRICT SCHOOL BOARD

e Regular Board Meeting of The Hamilton-Wentworth District

School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 29, 1998.

Those present:

Ray Mulholland, Chair

Reg Woodworth, Vice-Chair

Judith Bishop

Heather Bullock

Janice Dewar

Wes Hicks

Eleanor Johnstone

Lillian Orban

Laura Peddle

Joe Rogers

URBAN MUNICIPAL

MAY 2 1998

VENTWORTH DISTRICT

Regrets:

Bruce Wallace

In attendance:

Allan A. Greenleaf, Director of Education and Secretary

Ken Bain, Interim Assistant Superintendent of Schools

Elizabeth Bond, Superintendent of Program

Krys Croxall, Superintendent of Schools

Pat Gillie, Superintendent - Administrative and Operational Services

Don Grant, Superintendent of Business and Treasurer

Wayne Joudrie, Superintendent of Schools

Merv Matier, Superintendent of Transitional Services

Murray Quinn, Superintendent of Schools

Debbie Russon, Interim Superintendent of Human Resources

Stew Thompson, Assistant Superintendent of Schools

Janice Tomlinson, Interim Assistant Superintendent of Program

Lucy Veerman, Acting Senior Financial Officer

Ken Waters, Superintendent of Schools

### IN-CAMERA SESSION:

The Chair called the in-camera session to order at 7:05 p.m.

The Chair called the open session to order at 8:15 p.m.

### OPENING READING/PRAYER

The Chairman read a passage from Readings and Prayers for Use in Toronto Schools.

### 3. PUBLIC QUESTION PERIOD

Nil.



**4. APPROVAL OF MINUTES - JANUARY 15, 1998**

**RESOLUTION #98-25:** It was moved by R. Woodworth, seconded by W. Hicks that the minutes of January 15, 1998 be approved as distributed.

**CARRIED UNANIMOUSLY.**

L. Peddle indicated that a correction to the 1998 02 08 Committee of the Whole minutes would be forthcoming at the Committee meeting.

**5. BUSINESS ARISING FROM THE MINUTES**

Nil.

**6. APPROVAL OF AGENDA**

**RESOLUTION #98-26:** It was moved by J. Rogers, seconded by E. Johnstone that the agenda be approved.

The following items were added:

15.(a) School Trip

15.(b) Placement of Staff

The Chair indicated that L. Orban could raise a question regarding the managerial level of the administrative structure under Item 12.

**To the motion, CARRIED UNANIMOUSLY.**

A. Greenleaf announced that Elizabeth Bond, Superintendent of Program, had been awarded her doctorate and extended congratulations to Dr. Bond on behalf of the Board.

**7. COMMITTEE OF THE WHOLE BOARD REPORT**

**RESOLUTION #98-27:** It was moved by R. Woodworth, seconded by J. Bishop that the Committee of the Whole Reports dated January 22, with Items 3, 4, 9 and 11 removed for separate consideration, and dated January 29 be adopted as follows:

**A. Report dated January 22, 1998****1. DRAFT ROLE DESCRIPTIONS:**

It was moved by L. Peddle that the Draft Job Descriptions for the Superintendents be approved as presented.

**2. EDUCATION SUB-COMMITTEE RECOMMENDATIONS:**

It was moved by B. Wallace that the additional recommendations of the LEIC Education Sub-Committee, as presented, be appended to the LEIC final report for consideration by the Work Groups/Committees in developing proposals for trustee consideration.

**5. SYSTEM-WIDE LOGO CONTEST:**

It was moved by W. Hicks that The Hamilton-Wentworth District School Board approve the implementation of the Logo Contest to develop a new logo for the unified board.

**6. MARCH MEETING SCHEDULE:**

It was moved by R. Mulholland that no Board/Committee meetings be scheduled during the week of March 16-20.



**7. PROCESS FOR ELECTION OF STUDENT TRUSTEE:**

It was moved by B. Wallace that the Director be authorized to draft a policy providing for student representation on the Board, in accordance with the requirements of Ontario Regulation 461/97.

**8. FINANCIAL STATEMENTS/AUDITORS' REPORTS - PREVIOUS BOARDS:**

It was moved by J. Dewar that the Hamilton-Wentworth District School Board direct the respective treasurers of the former Board of Education for The City of Hamilton and The Wentworth County Board of Education to prepare the applicable 1997 Financial Statements.

**10. SCHOOL TRIPS:**

It was moved by L. Orban that the following trip requests be approved:

- (a) Grades 7-8 - **BURKHOLDER SCHOOL** - Quebec City from February 4-7, 1998 inclusive;
- (b) Grade 8 - **DALEWOOD SCHOOL** - Bracebridge from May 6-8, 1998 inclusive;
- (c) Grades 6-8 - **HIGHVIEW SCHOOL** - Snow Valley, February 25, 1998;
- (d) Grades 6-8 - **HILLCREST SCHOOL** - MT. ST. Louis/Moonstone, February 6, 1998;
- (e) Grades 6-8 - **MEMORIAL SCHOOL** - Barrie from February 11-12, 1998 inclusive;
- (f) Grades 6-8 - **W.H. BALLARD SCHOOL** - MT. ST. Louis/Moonstone, February 26, 1998;
- (g) Grades 9-10 - **SIR ALLAN MACNAB SCHOOL** - Montreal from February 18-21, 1998 inclusive;
- (h) Grades 10 - **WESTDALE SCHOOL** - Bruce National Park From May 27-29, 1998 inclusive;
- (i) Grades 9-OAC - **WESTMOUNT SCHOOL** - Barrie (Horseshoe Resort), February 10, 1998.

**12. JOB RE-EVALUATION OF EMPLOYEE RECORDS CO-ORDINATOR:**

It was moved by R. Mulholland that the Hamilton-Wentworth District School Board approve the job re-evaluation of the Employee Records Co-ordinator and that the change in compensation be retroactive to July 14, 1995.

**13. MEMBERSHIP FEES:**

It was moved by L. Orban that the membership fees for the Canadian Education Association and the Ontario Educational Research Council be referred to the budget process for consideration.

**14. CORRESPONDENCE - GUY BROWN HOME & SCHOOL RE: REQUEST FOR REPRESENTATION ON ACCOMMODATIONS REVIEW COMMITTEE:**

It was moved by W. Hicks that correspondence from the Guy Brown Home & School be referred to the Accommodation Committee when organized.

**15. PERSONNEL REPORT:**

It was moved by L. Orban that the Personnel Report dated January 22, 1998 be approved as follows:

**SECTION I - K. CROXALL, SUPERINTENDENT OF SCHOOLS****A. APPOINTMENTS AND TRANSFERS****1. Appointment:**

That **MARGARET FLEET**, teacher at Spencer Valley School, be appointed to the position of Field Consultant - Physical Education (Term Appointment) from January 22 to June 30, 1998.

**SECTION II - W. JOUDRIE, SUPERINTENDENT OF SCHOOLS****C. LEAVES OF ABSENCE****1. General Leaves**

That, in accordance with the Employment Standards Act, **SUSAN LAFLAIR**, Communicative Disorders Assistant at Glenwood School, be granted a General Leave from December 30, 1997 to April 28, 1998 inclusive (17 weeks).

**SECTION III - K. WATERS, SUPERINTENDENT OF SCHOOLS****B. RESIGNATIONS, RETIREMENTS, AND TERMINATIONS****1. Retirement:**

That, in accordance with the provisions of the CUPE Collective Agreement - Custodial and Maintenance Unit, the retirement of **FRANCES CAMPBELL**, Cleaner at Ancaster High School be accepted effective October 31, 1998.

**C. LEAVES OF ABSENCE****1. General Leaves:**

(a) That **ELIZABETH PRESTON**, Educational Assistant at Fessenden Public School, be granted a General Leave of Absence from September 1, 1998 to August 31, 1999 inclusive (52 weeks).

(b) That a General Leave be granted to **SHELLEY SIMPSON**, Cleaner at Billy Green Public School, from March 30 to November 27, 1998 inclusive (35 weeks).

(c) That a General Leave be granted to **MOIRA BOATMAN**, teacher at Ancaster High School, from February 9 to September 4, 1998 inclusive (30 weeks).

(d) That a General Leave be granted to **HEIDI SHEPPARD**, teacher at Orchard Park Secondary School, from February 23 to June 19, 1998 inclusive (17 weeks).

(e) That a General Leave be granted to **CAROLYN VENEMA**, teacher at Parkside High School, from March 23 to July 17, 1998 inclusive (17 weeks).

**3. Extended General Leaves:**

That **CAROLYN VENEMA**, teacher at Parkside High School, be granted an extended General Leave from July 20, 1998 to January 29, 1999 inclusive (28 weeks).

**SECTION IV - D. RUSSON, INTERIM SUPERINTENDENT OF HUMAN RESOURCES****A. APPOINTMENTS AND TRANSFERS****1. Promotions**

That **HARRY TRAINI**, Secondary Teacher, be appointed to the position of Acting Principal of a Secondary School, effective February 2, 1998, with salary according to the salary schedule.

**Replacement**

That the following staff be appointed to the position of Acting Vice-Principal of a Secondary School, effective February 2, 1998, with salary according to the salary schedule:

**LESLEY FRASER**, Secondary Teacher

**MICHAEL REHILL**, Secondary Teacher

**Replacements**

## **B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

### **1. Resignations**

That the date, January 30, 1998, for **BRADLEY RICH**, Elementary Teacher, to leave the employ of the Board, be approved.

### **2. Retirement**

That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**SUSAN KILBY**, Elementary Teacher, June 30, 1998

**RONALD LEWIS**, Secondary Teacher, February 28, 1998

That the retirement request of **ROBERT SCOTT** Secondary Teacher, effective January 30, 1998, approved at a previous meeting, be rescinded.

## **C. LEAVES OF ABSENCE**

### **1. General Leaves**

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

**NELLY HIRASAWA**, Secondary Teacher, March 23, 1998 to September 25, 1998

**NANCY HOLMES**, Secondary Teacher, February 2, 1998 to August 31, 1998

**BARBARA MANIEL**, Elementary Teacher, February 2, 1998 to August 31, 1998

**DAWN F. MARTENS**, Elementary Teacher, April 20, 1998 to December 31, 1998

**SUSAN MCKAGUE**, Secondary Teacher, March 9, 1998 to September 4, 1998

**CYNTHIA ROBINSON**, Elementary Teacher, February 2, 1998 to October 2, 1998

**JANET ROSS**, Secondary Teacher, February 4, 1998 to August 31, 1998

**DOUGLAS VAN DUZEN**, Elementary Teacher, January 1, 1998 to August 31, 1998

### **2. Workload Reduced Leave of Absence**

That the request of **LORI SEIBEL**, Elementary Teacher, for a .3 Workload Reduced Leave of Absence, effective January 1, 1998 to August 31, 1998, be approved.

### **3. Leave Extensions**

That the requests of the following staff for an extension of their Leave of Absence, effective as shown, be granted:

**ALISA GREVE**, Elementary Teacher, February 25, 1998 to February 28, 1998

**MARGARET LEITCH**, Elementary Teacher, February 16, 1998 to February 15, 1999

**EDITH SCHROEDTER**, Secondary Teacher, February 2, 1998 to August 31, 1998

**FIONA VALIQUETTE**, Elementary Teacher, February 23, 1998 to August 31, 1998

### **4. Return from Leave of Absences**

That the following staff be returned from a Leave of Absence, effective as shown:

**ALISA GREVE**, Elementary Teacher, March 2, 1998

**PATRICIA NOEL**, Secondary Teacher, February 4, 1998



**D. PROBATIONARY AND PERMANENT CONTRACTS****1. Permanent Staff**

That the following Probationary Staff be transferred to Permanent Staff, effective as shown, with salary according to the salary schedule:

**PAUL BROWN**, Secondary Teacher, February 2, 1998

**CARMEN BUCCI**, Secondary Teacher, February 2, 1998

**PETER BRUCE MCLEOD**, Secondary Teacher, March 2, 1998

**PAUL BARWINSKI**, Secondary Teacher, February 2, 1998

**2. Confirmations**

That the following staff be confirmed in the positions shown, effective as shown, with salary according to the salary schedule:

**GAIL BELISARIO**, Elementary Teacher (Elementary School Principal), January 1, 1998

**BARBARA BROWN**, Secondary Teacher (Head of Department - Guidance), February 2, 1998

**ROBERT COREY**, Secondary Teacher (Head of Department - Guidance), February 2, 1998

**CAMERON GAULDIE**, Secondary Teacher (Head of Department - Guidance), February 2, 1998

**PATRICIA GIONET**, Secondary Teacher (Assistant Head of Department - French Immersion), February 2, 1998

**MAELLY LEW**, Secondary Teacher (Assistant Head of Department - Science), February 2, 1998

**PATRICIA LONEY**, Secondary Teacher (Assistant Head of Department - Academic),

**SUSAN PEART**, Secondary Teacher (Head of Department - Girls' P.H.E.), February 2, 1998

**DAVID REPCHUCK**, Elementary Teacher (Elementary School Principal), January 1, 1998

**BRYAN RYDER**, Secondary Teacher (Assistant Head of Department - Science), February 2, 1998

**CLAIRE WRIGHT**, Secondary Teacher (Head of Department - Academic), February 2, 1998

**E. OTHER MATTERS REQUIRING BOARD ATTENTION****1. Timetable Changes**

That the timetable changes of the following staff be approved, effective as shown, with salary according to the salary schedule:

**LISA CLARKE**, Elementary Teacher, .5 to .8, January 5, 1998

**JOANNE SINCLAIR**, Secondary Teacher, 2/3 to 3/3, January 5, 1998 to February 3, 1998

**BARBARA SWAN**, Secondary Teacher, 2/3 to 3/3, January 5, 1998 to February 3, 1998

**16. TERM APPOINTMENTS:**

**It was moved by E. Johnstone that the following appointments be approved:**

(a) **LAURA ROMANO**, Field Consultant/Teacher at Green Acres School, to the position of Consultant/Co-ordinator - The Ontario curriculum (Term Appointment) from January 22 to June 30, 1998.



(b) That **NEAL SHAW**, teacher at Orchard Park Secondary School, to the position of Acting Consultant/Co-ordinator - Numeracy/Secondary Restructuring (Term Appointment) from January 22 to June 30, 1998.

**B. Report dated January 29, 1998:**

**3. PERSONNEL REPORT**

It was moved by **R. Mulholland**: That the Personnel Report dated January 29, 1998 be approved as follows:

***SECTION IV - D. RUSSON, INTERIM SUPERINTENDENT OF HUMAN RESOURCES***

**A. APPOINTMENTS AND TRANSFERS**

**1. Promotions**

That **CATHERINE ALCHIN**, Secondary Teacher, be appointed to the term position of Project Team Consultant (.5), with the responsibility of Student Services and Community Linkage, effective February 4, 1998 to June 30, 1998.

That **PIETER TOTH**, Secondary Teacher, be appointed to the term position of Consultant (.5), Adult and Continuing Education, effective February 4, 1998 to June 30, 1998.

That the following staff be appointed to the position indicated below, effective February 4, 1998, with salary according to the salary schedule:

**ALLAN BULLOCK**, Secondary Teacher, (Acting Head of Department - Boys' Physical and Health Education)

**JANET CAZZOLA**, Secondary Teacher, (Acting Head of Department - Geography)

**WENDY COLE**, Secondary Teacher, (Acting Assistant Head of Department - English)

**LUANA COX**, Secondary Teacher, (Acting Assistant Head of Department - Student Services)

**NANCY COWAN**, Secondary Teacher, (Acting Head of Department - Girls' Physical and Health Education)

**ARTHUR CSERESNYES**, Secondary Teacher, (Acting Assistant Head of Department - Business)

**JYOTI DEHAAN**, Secondary Teacher, (Acting Assistant Head of Department - Science)

**LEEANNE GREENWOOD**, Secondary Teacher, (Acting Assistant Head of Department - English)

**MARJATTA HATINEN**, Secondary Teacher, (Acting Head of Department - Visual Arts)

**SYLVIA HOLINATY**, Secondary Teacher, (Acting Head of Department - Music)

**PATRICIA MCEACHREN**, Secondary Teacher, (Acting Assistant Head of Department - Mathematics)

**DARLENE MCILVEEN**, Secondary Teacher, (Acting Assistant Head of Department - English)

**M. JANE MURRAY**, Secondary Teacher, (Acting Assistant Head of Department - Vocational)

**CHRISTINE NESBITT-BEAVER**, Secondary Teacher, (Acting Head of Department - Business)

**GORDON PHILLIPS**, Secondary Teacher, (Acting Head of Department - Science)

**JOANNE RESTIVO**, Secondary Teacher, (Acting Assistant Head of Department - Student Services)

**LYNSEY SOBER**, Secondary Teacher, (Acting Head of Department - Girls' Physical and Health Education)

**ALISTAIR STRAITTON**, Secondary Teacher, (Acting Head of Department - English)

**ANNETTE TONOGAI**, Secondary Teacher, (Acting Head of Department - Girls' Physical and Health Education)

**PIETER TOTH**, Secondary Teacher, (Acting Assistant Head of Department - Business)

**JACQUELINE VOLTERMAN**, Secondary Teacher, (Acting Assistant Head of Department - Mathematics)

**ALFRED WOYTASIK**, Secondary Teacher, (Acting Assistant Head of Department - Mathematics)

### **C. LEAVES OF ABSENCE**

#### **1. Reduced Workload Leave of Absence**

That the request of the following staff, for a Reduced Workload Leave of Absence, effective February 4, 1998 to August 31, 1998, be approved:

**SANDRA HOLMES**, Secondary Teacher, 6/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2)

**HEATHER LEWIS**, Secondary Teacher, 6/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2)

**PATICIA LONEY**, Secondary Teacher, 6/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2)

**JENNIFER MCCONNELL**, Secondary Teacher, 6/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2)

**CORIE PILLININI**, Secondary Teacher, 6/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2)

**BARBARA RUSSELL-MORSE**, Secondary Teacher, 6/6 to 4/6 (2/3 Sem. 1, 2/3 Sem. 2)

**JOHN SCARCELLI**, Secondary Teacher, 6/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2)

**RYAN SCOTT**, Secondary Teacher, 6/6 to 3/6 (3/3 Sem. 1 only)

#### **2. Return from Leave of Absence**

That the following staff be returned from Leave of Absence, effective as shown:

**SANDRA HOLMES**, Secondary Teacher, February 4, 1998 (2/3)

**JENNIFER MCCONNELL**, Secondary Teacher, January 1, 1998

### **D. PROBATIONARY AND PERMANENT CONTRACTS**

#### **1. Probationary Staff**

That **RODNEY SMILSKY**, Secondary Teacher, be appointed to the Probationary Staff, effective September 1, 1997, with salary according to the salary schedule.

That the following teachers be appointed to the Probationary Staff, effective February 4, 1998, with salary according to the salary schedule:

**KIM BANHAM**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**WARREN BARRETT**, Secondary Teacher, 1/6 (1/3 Sem. 2)

**DEBORAH BATES**, Secondary Teacher, 2/6 (2/3 Sem. 2)

**JANA BOGLEVSKY**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**GEORGE BROOKS**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**DEBORAH BROWN**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**PAUL BURNIP**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**DANNY CIARMOLI**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**NATALIE DICOSMO**, Secondary Teacher, 2/6 (2/3 Sem. 2)

**MICHAEL ERMACORA**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**VESNA FRANKOVIC**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**JENNIFER GUNION**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**PATRICIA HARTON-MCCORD**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**RHONDA KEMENY**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**VICKY KIRKELOS**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**KARLY LAWRENCE**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**EVA LUKASIK**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**ROSEANN MASCIA**, Secondary Teacher, 3/6 (3/3 Sem. 2)

**TANIA MCKAGUE**, Secondary Teacher, 3/6 (3/3 Sem. 2)



**RALPH MICHELLI**, Secondary Teacher, 3/6 (3/3 Sem. 2)  
**TREVOR POWELL**, Secondary Teacher, 3/6 (3/3 Sem. 2)  
**JUDIT STEINER**, Secondary Teacher, 3/6 (3/3 Sem. 2)  
**CHRISTOPHER THOMAIDIS**, Secondary Teacher, 3/6 (3/3 Sem. 2)  
**ROBERT WATTS**, Secondary Teacher, 3/6 (3/3 Sem. 2)  
**CHRISTOPHER WESTON**, Secondary Teacher, 3/6 (3/3 Sem. 2)  
**LISA WHALEN**, Secondary Teacher, 3/6 (3/3 Sem. 2)  
**NEBOJSA WRBASIC**, Secondary Teacher, 3/6 (3/3 Sem. 2)  
**ESTELLE WU**, Secondary Teacher, 3/6 (3/3 Sem. 2)

That the contract of **SONIA STE-CROIX**, Secondary teacher, be transferred from a Term Probationary Contract to a Probationary Contract, effective February 4, 1998.

## **2. Permanent Staff**

That **THERESA SGAMBATO**, Secondary Teacher, be transferred to the Permanent Staff, effective February 2, 1998, with salary according to the salary schedule.

## **E. OTHER MATTERS REQUIRING BOARD ATTENTION**

### **1. Timetable Changes**

That the timetable changes of the following staff be approved, effective February 4, 1998, with salary according to the salary schedule:

**DAVID BIELBY**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**PAUL BRANKOVIC**, Secondary Teacher, 5/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**DONNA BUJNOWSKI**, Secondary Teacher, 4/6 to 5/6 (2/3 Sem. 1, 3/3 Sem. 2)  
**GAIL CIPRIANI**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**AMY COOK**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**HEATHER CUMMING**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**LAURA DOWLING**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**PATRICIA JEFFREY**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**CHRISTOPHER LANE**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**SANDRA MITCHELL**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**HEATHER REX**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**ANDY MIJATOVIC**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**RUTH PURDY**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**ALISON VICKERS**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**JOANNE SINCLAIR**, Secondary Teacher, 2/6 to 4/6 (2/3 Sem. 1 and Sem. 2)  
**LINDA SMITH**, Secondary Teacher, 4/6 to 5/6 (2/3 Sem. 1, 3/3 Sem. 2)  
**LORRAINE STACEY**, Secondary Teacher, 3/6 to 4/6 (3/3 Sem. 1, 1/3 Sem. 2)  
**FILOMENA WYATT**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**RONALD YACHETTI**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)  
**MARGARET YOUMANS**, Secondary Teacher, 3/6 to 6/6 (3/3 Sem. 1 and Sem. 2)

That the timetables of the following County staff be changed, effective February 4, 1998, with salary according to the O.S.S.T.F. District 8 salary schedule:

**JENNIFER AUBIN**, Secondary Teacher, 1/6 to 3/6 (1/3 Sem. 1, 2/3 Sem. 2)  
**JOHN MILHOLICS**, Secondary Teacher, 4/6 to 5/6 (2/3 Sem. 1, 3/3 Sem. 2)

**2. Other**

That the request of **SANDRA HOLMES**, Secondary Teacher, to relinquish her position of Head of Department, Girls' Physical and Health Education, effective February 4, 1998 to August 31, 1998, be approved.

**CARRIED, 9 IN FAVOUR, 1 ABSTENTION**

**RESOLUTION #98-28:** It was moved by **R. Woodworth**, seconded by **J. Bishop** that Item 3. in the January 22, 1998 Committee of the Whole Report be adopted:

**3. JK REGISTRATION/NEWSPAPER NOTICE:**

It was moved by **R. Mulholland** that, until a decision is reached regarding the delivery of Junior Kindergarten and French Immersion programs in the Hamilton-Wentworth District School Board, existing Junior and Senior Kindergarten Registration and Enrolment Policies and Procedures from the predecessor Boards continue for September 1998 registration and that a statement regarding potential changes be included in media advertisements.

**CARRIED, 7 IN FAVOUR, 3 OPPOSED.**

**RESOLUTION #98-29:** It was moved by **R. Woodworth**, seconded by **J. Bishop** that Item 4. in the January 22, 1998 Committee of the Whole Report be adopted:

**4. PROPOSALS FOR LEGAL SERVICES:**

It was moved by **L. Orban** that the Director be authorized to advertise for proposals for the provision of legal services to the Board.

**H. Bullock** declared a potential conflict of interest and stated she would neither debate nor vote on the issue.

**To the motion, CARRIED, 8 IN FAVOUR, 1 OPPOSED AND 1 ABSTENTION.**

**RESOLUTION #98-30:** It was moved by **R. Woodworth**, seconded by **J. Bishop** that Item 9. in the January 22, 1998 Committee of the Whole Report be adopted:

**9. HAMILTON FOUNDATION/FAMILY ASSISTANCE PROGRAM:**

It was moved by **L. Orban** that the Hamilton-Wentworth District School Board approve the distribution of the memo regarding Ontario Family Assistance for Teachers' Withdrawal of Services to all schools under the jurisdiction of the Hamilton-Wentworth District School Board.

In response to questions, **D. Grant** confirmed that some confusion had earlier existed regarding the maximum entitlement for County residents. The Professional Activity day scheduled within the withdrawal of services period by the former Wentworth County Board had been initially interpreted to mean that day was not eligible for reimbursement. **D. Grant** agreed to clarify in the above communication to parents the government's direction that P.A. days did not reduce the claim entitlement.

**To the motion, CARRIED UNANIMOUSLY.**



**RESOLUTION #98-31:** It was moved by R. Woodworth, seconded by J. Bishop that Item 11. in the January 22, 1998 Committee of the Whole Report be adopted:

**11. DRAFT TRUSTEE EXPENSE POLICY:**

It was moved by E. Johnstone that The Hamilton-Wentworth District School Board approve the Trustee Expense Policy dated January 14, 1998.

CARRIED, 9 IN FAVOUR, 1 OPPOSED.

**8. ADOPTION OF THE IN-CAMERA SESSION REPORT**

**RESOLUTION #98-32:** It was moved by R. Woodworth, seconded by J. Rogers that the In-camera Session Report be adopted as follows:

**C-1. EXPULSION HEARING FOR A STUDENT**

It was moved by W. Hicks, seconded by J. Dewar: That the Expulsion Hearing for a student in our system scheduled for January 29, 1998 be adjourned and postponed to Thursday, February 5, 1998 and that the current suspension for the student be extended to the conclusion of the Expulsion Hearing on February 5, 1998

**C-2. COMMITTEE OF THE WHOLE IN-CAMERA REPORT**

It was moved by J. Rogers, seconded by E. Johnstone: That the In-camera Report of the Committee of the Whole dated January 22, 1998 be adopted as distributed:

**C-3. RESCINDING MOTIONS:**

- (a) It was moved by H. Bullock that Resolution #97-235(c-8[ii-c-1(a)]) be rescinded.
- (b) It was moved by J. Rogers that Resolution #97-205(c-8[iii-b2h]) be rescinded.
- (c) It was moved by H. Bullock that the motion approving the retirement of Robert Scott, Secondary teacher, effective January 30, 1998 be rescinded.

**C-4. REPORT RE: 220 DUNDURN STREET FACILITY:**

It was moved by R. Mulholland that the Hamilton-Wentworth District School Board accept the offer from Dundurn Street Loffts Inc. for the purchase of the building and site located at 220 Dundurn Street South, part of Park Lots 11 and 12, Allan Macnab Survey, a.k.a. Plan 1434 in the City of Hamilton and funds realized from the sale be placed in capital reserves, subject to the acceptance by the purchaser of the amendments as outlined.

**C-5. TUITION FEE REQUEST:**

It was moved by H. Bullock that correspondence be forwarded to the Ministry of Training and Education requesting clarification with respect to tuition fee payment.

**C-6. REPORT OF THE SALARY COMMITTEE**

It was moved by W. Hicks, seconded by L. Orban: That the Report of the Salary Committee dated January 27, 1998 be adopted.

**C-7. COMMITTEE OF REVIEW REPORT**

It was moved by R. Woodworth, seconded by J. Dewar: That the Committee of Review Report dated January 16, 1998 be adopted as distributed.

**C-8. SUSPENSION REPORT**

It was moved by L. Orban, seconded by E. Johnstone: That the Suspension Report dated January 27, 1998 be received for information.

To the motion, CARRIED UNANIMOUSLY.

**9. NOTICE OF MOTION**

R. Woodworth noted that he had withdrawn the motions regarding Standing Committees from the notice of motion presented at the last Board meeting. He added that he would be prepared to reintroduce the motions when the Board is ready to consider a Standing Committee structure.

**RESOLUTION #98-33:** It was moved by R. Woodworth, seconded by J. Bishop

1. That correspondence addressed to the Director as Secretary of the Board and to the Chair as Chair of the Board be distributed to all trustees for information.

The Chair confirmed that this is housekeeping and ensures that all correspondence will be included in the Board agendas.

To the motion, CARRIED UNANIMOUSLY.

It was moved by R. Woodworth, seconded by J. Dewar

2. That trustees be furnished weekly, prior to Board or Committee meetings, with the full narrative draft minutes of all Executive Council meetings, on a confidential basis, for information purposes only.

Noting that this is already practice, R. Woodworth indicated that this will become Board-approved direction and will ensure the Board is kept updated in the future.

Moved in amendment by J. Bishop, seconded by E. Johnstone that the words "narrative" and "draft" be deleted from the motion.

The expectation was expressed that the members of Executive Council should have an opportunity to review the minutes prior to release to the trustees. A. Greenleaf stated that Executive Council has effected a procedure for their review of and input to the minutes prior to distribution. Support was cited for "full" minutes that capture the order and flow of the meeting.

To the amendment, CARRIED.

To the following motion, as amended, CARRIED UNANIMOUSLY.

**RESOLUTION #98-34:** 2. That trustees be furnished weekly, prior to Board or Committee meetings, with the full minutes of all Executive Council meetings, on a confidential basis, for information purposes only.

**RESOLUTION #98-35:** It was moved by R. Woodworth, seconded by L. Orban

3. That policy be immediately developed regarding regulations and procedures for receiving delegations.

As several members spoke to the need for a process to receive delegations at Committee of the Whole meetings as well as the importance of two-way communication with the community, the Chair indicated that this item will be on the February 5 Committee of the Whole agenda.



Members were reminded that the Education Improvement Commission has recommended that trustees develop a policy in this regard.

**To the motion, CARRIED UNANIMOUSLY.**

#### **10. TRANSITIONAL ISSUES**

As an update report was distributed, M. Matier indicated that to provide the members with a written report in the Agenda package would eliminate reporting on 3-4 days of activities. Believing it was important to provide an update that is as current as possible, written reports will continue to be provided at the meetings. M. Matier then reviewed the report.

In response to questions, M. Matier noted that:

- many of the recommendations from the LEIC sub-committees will be clustered into groups so that issues are not dealt with in isolation
- the goal in working through these recommendations is to establish one process and one practice for the new school board
- the membership and scope of the committees to be establish under this transition plan is a high priority
- School Council representation is listed because a process for representation has to be determined; the Home and School Councils, however, have an Executive which will be approached for membership
- in-service on the role of committee members, including the decision-making process, will occur once Committee memberships have been established
- the list of Committees to be established was developed in consultation with the superintendents who sat on the LEIC sub-committees
- middle schools, design and technology, music and family studies were not considered an immediate issue given the staffing situation in the City board
- the review of the curriculum will identify the differences in program offerings and provide some recommendations for alignment
- timelines on capital projects and repairs will be provided at a future meeting

Responding to a query, A. Greenleaf indicated that the questions submitted at last evening's meeting with School Council representatives have been referred to the Superintendents of Schools for a draft response which will be shared with all School Council Presidents. The possibility of a creating a School Councils network is being considered.

**RESOLUTION #98-36: It was moved by L. Orban, seconded by E. Johnstone that the Transitions Update, dated January 29, 1998, be received for information.**

**CARRIED UNANIMOUSLY.**

#### **11. UPDATE: MINISTRY OF LABOUR ORDER RE ANCASTER HIGH SCHOOL**

A. Greenleaf noted that a document has just been co-signed by the Union representatives on the Health and Safety Committee to rectify the problem that occurred at Ancaster High School.

Bruce Thomson, Manager of Plant, reviewed the background as outlined in the correspondence.

In response to a question, B. Thomson indicated that the contractor did not follow the procedure outlined for handling asbestos. While the former County Board did incorporate provisions for penalties for infractions in such contracts, the initial costs of this occurrence that were due to the

infraction will be forwarded to the contractor as an expense. It is expected that the contractor will honour that billing.

**RESOLUTION #98-37:** It was moved by L. Orban, seconded by J. Dewar that the Update: Ministry of Labour Order re Ancaster High School be received for information.  
**CARRIED UNANIMOUSLY.**

## **12. SUPERINTENDENTS' ADMINISTRATIVE ASSIGNMENTS**

Moved by L. Orban, seconded by W. Hicks that the Transitional Administrative Structure, along with assignment, be subject to review on or before December 31, 1999.

In speaking to the motion, L. Orban emphasized the trustees' responsibility to be accountable to the public. Given the approved structure of 13 senior officials, including the Director, and the understanding that downsizing will be achieved through attrition, she offered that the motion provides flexibility and establishes some checks and balances for a review particularly now as the funding model is not known.

The Chair asked that a motion be placed on the floor regarding the Report on the Superintendents' Administrative Assignments following which he would accept L. Orban's motion as an amendment. He asked that the recommendation regarding posting for vacancies not be dealt with at this time as L. Orban had indicated a further motion on this issue.

R. Woodworth challenged the Chair's ruling believing the amendment and motion were two separate issues on the same topic. The recommendation in the report established the administrative structure for the stub year while the amendment was a long-range motion for the administrative numbers in the future.

The Chair stated the reason for his ruling was that he viewed the amendment as a safeguard for a review of the implementation of the motion.

**The Secretary called a vote on the Chair's ruling and it was SUSTAINED, 5 IN FAVOUR, 4 OPPOSED.**

Moved by L. Peddle, seconded by H. Bullock that the following Supervisory Officer assignments be approved as presented:

### **Assignments**

**City East - Wayne Joudrie**

**City West - Murray Quinn**

**Mountain West - Stew Thompson**

**Mountain East - Pat Gillie**

**County East - Krys Croxall**

**Secondary East - Betty Bond (Secondary Restructuring Lead)**

**Secondary West - Ken Waters (Secondary Operations Lead)**

**Business and Treasurer - Don Grant**

**Transitional Services - Merv Matier**

**Director and Secretary - Al Greenleaf**



Moved in amendment by L. Orban, seconded by W. Hicks Moved by L. Orban, seconded by W. Hicks that the Transitional Administrative Structure, along with the Superintendents' assignments, be subject to review on or before December 31, 1999.

**CARRIED, 8 IN FAVOUR, 2 ABSTENTIONS**

To the following motion, as amended, **CARRIED UNANIMOUSLY.**

**RESOLUTION #98-38:** (a) That the following Supervisory Officer assignments be approved as presented:

**Assignments**

**City East - Wayne Joudrie**

**City West - Murray Quinn**

**Mountain West - Stew Thompson**

**Mountain East - Pat Gillie**

**County East - Krys Croxall**

**Secondary East - Betty Bond (Secondary Restructuring Lead)**

**Secondary West - Ken Waters (Secondary Operations Lead)**

**Business and Treasurer - Don Grant**

**Transitional Services - Merv Matier**

**Director and Secretary - Al Greenleaf**

(b) That the Transitional Administrative Structure, along with assignment, be subject to review on or before December 31, 1999.

It was moved by L. Orban, seconded by E. Johnstone that the three postings for Superintendents for the positions of County West, Operations and Instructional Services be deemed specific term contract positions until December 31, 1999 or such other time as the Board may deem appropriate.

In speaking to the motion, L. Orban indicated that by making these superintendencies contract positions the Board can extend the contract as required or reassign the staff member without incurring the costs under Regulation 309.

Members in opposition to the motion questioned the arbitrary nature of these particular superintendencies being contractual because they happen to be vacant at this time. If the intent of the motion is to create some flexibility, then all superintendent appointments should be on term contracts. Support for being fair to all employees at this level was offered and downsizing through attrition was stated as being preferable. In addition, the pool of interested candidates who would apply under such a condition was questioned.

Believing there were issues and ramifications which required further consideration, it was moved by H. Bullock, seconded by R. Woodworth that the motion be referred to the Committee of the Whole.

**LOST, 5 IN FAVOUR, 5 OPPOSED**

L. Orban requested a recorded vote on the motion.

To the motion, **LOST, 3 IN FAVOUR, 7 OPPOSED.**

Those in favour: R. Woodworth, E. Johnstone and L. Orban.

Those opposed: J. Bishop, H. Bullock, J. Dewar, W. Hicks, L. Peddle, J. Rogers and R. Mulholland.

**RESOLUTION #98-39:** It was moved by J. Dewar, seconded by L. Peddle that the following Supervisory Officer vacancies be posted: County West, Operations and Instructional Services.

**CARRIED UNANIMOUSLY.**

E. Johnstone left the meeting.

**Next Level of Administrative Structure**

L. Orban asked when the Director would be presenting the managerial level of administrative restructuring relative and would the process for determining staff placement be employed with the managers.

A. Greenleaf indicated that once the portfolios of the superintendents are established, the managerial assignments will be presented to the trustees, in all probability not later than the March Break.

D. Russon confirmed that the Board-approved Staff Placement Process would apply to these employees.

**13. QUESTIONS OF THE COMMITTEE OF THE WHOLE CHAIRMAN**

Nil

**14. CHAIRS' REPORTS**

R. Mulholland informed the members that a Caucus meeting has been scheduled for Wednesday, February 4, 1998 followed by a Workshop, led by M. Matier. He added that B. Wallace is running for Second Vice-President of OPSBA which was the reason he was not at this evening's Board meeting.

**15. OPSBA REPORT**

Nil.

**15.(a) SCHOOL TRIP**

**RESOLUTION #98-40:** It was moved by J. Bishop, seconded by H. Bullock that the following trip request be approved:

**(a) Grades 9-OAC, Barton Secondary School, Huntsville from February 5-6, 1998 inclusive.**

**CARRIED UNANIMOUSLY.**

**15.(b) STAFF PLACEMENT PROCESS**

A. Greenleaf noted that the process for staff placement is to commence on Monday, February 2, 1998. He asked whether every appointment under this process was to be presented to the Board for approval or was the expectation that administration will proceed according to policy and inform the trustees accordingly.

Referencing that the members need to review the organizational framework as it evolves, the members agreed that administration would proceed with the appropriate appointments subject to Board approval.

**CORRESPONDENCE****16. BARTON SCHOOL COUNCIL RE REPAIRS TO THE SCHOOL BUILDING**

**RESOLUTION #98-41:** It was moved by J. Bishop, seconded by L. Peddle that the correspondence from the Barton School Council re repairs to the school building be referred to the Committee of the Whole.

**CARRIED UNANIMOUSLY.**

**17. MINISTER OF EDUCATION AND TRAINING RE 1997-98 SCHOOL YEAR CALENDARS**

A. Greenleaf noted that this letter was in response to the former Wentworth County Board of Education's revision to its school year calendar.

**RESOLUTION #98-42:** It was moved by J. Bishop, seconded by L. Orban that the response from the Minister of Education and Training regarding the 1997-98 School Year Calendars be received and filed.

**CARRIED UNANIMOUSLY.**

**18. BALACLAVA PUBLIC SCHOOL RE RECIPROCAL USE OF FACILITIES**

**RESOLUTION #98-43:** It was moved by W. Hicks, seconded by H. Bullock that the correspondence from the BalACLAVA Public School re reciprocal use of facilities be referred to the Committee of the Whole.

**CARRIED UNANIMOUSLY.**

A. Greenleaf confirmed that in both the two previous items (#17 and #18), reports from the appropriate supervisory officers will be presented to the Committee of the Whole meeting.

**19. SUE CARR RE MUSIC PROGRAM**

**RESOLUTION #98-44:** It was moved by L. Orban, seconded by H. Bullock that a letter be written to Victoria Carr thanking her for her concern for music in our school system.

**CARRIED UNANIMOUSLY.**

**DISTRIBUTION**

Nil.

**25. PUBLIC QUESTIONS OF CLARIFICATION**

Nil.

There being no further business, the Chair adjourned the meeting at 10:00 p.m.





**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

**COMMITTEE OF THE WHOLE MEETING**

**FEBRUARY 5, 1998**

**8:00 p.m.**

**A G E N D A**

**8:00 p.m.**

1. Call to Order
2. Approval of Minutes of January 22, 1998
3. Business Arising from the Minutes
4. Approval of Agenda

R. Woodworth

**ACTION ITEMS:**

5. Rescinding Motion
6. Personnel Report
7. Staff Placements
8. Trustee Representation - Selection Committee
9. School and System (Hamilton) Reports of Grade 3 Students' EQAO Assessment Results, 1996-97
10. Progress Report on the Review of Special education Programs in the City of Hamilton
11. Policy re regulations and procedures for receiving delegations
12. Policy Determination Process - LEIC Recommendations
13. LEIC Education Sub-Committee Recommendations
14. 1998 Stub Year Budget - Draft Format
15. Clarification re Budget Presentation Format
16. Confirmation of Former Boards' Debenturing Approval
17. Amendments to Operating Procedure OP-31: Expulsion of Pupils
18. Request for a Liquor Licence - Hamilton Y.M.C.A., 1998 05 28
19. Cotton Patch Gospel fundraising project for the Pastoral Counselling Centre
20. School Trips

K. Waters

A. Greenleaf

A. Greenleaf

K. Croxall

E. Bond

E. Bond

M. Matier

K. Croxall

D. Grant/L. Veerman

L. Veerman

D. Grant

M. Quinn

S. Thompson

A. Greenleaf

Superintendents

**CORRESPONDENCE:**

21. Town of Dundas re Proposed YMCA
22. Community Liaison Committee re School Board Representation
23. St. Peter's Hospital re "Stand up for Seniors" Campaign
24. Hamilton Association for Community Living re "Chocolate, Chocolate '98", 1998 04 03-05

**BOARD REFERRALS:**

25. Barton School Council re renovations

P. Gillie

**Future Meetings:**

Regular Board  
Committee of the Whole

February 12, 1998

February 19, 1998

8:00 p.m.

8:00 p.m.



# A C T I O N      I T E M S

*COMMITTEE OF THE WHOLE*  
*1998 02 05*





#6

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

PERSONNEL REPORT

FEBRUARY 5, 1998

RECOMMENDATION:

MOVED BY \_\_\_\_\_ SECONDED BY \_\_\_\_\_  
THAT THE PERSONNEL REPORT DATED FEBRUARY 5, 1998 BE  
ADOPTED AND THE RECOMMENDATIONS CONTAINED  
THEREIN BE APPROVED.

Approved for a: \_\_\_\_\_  
by the Dir:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Michael Kreulhof*  
1998.02.03

SECTION I

K. Croxall, Superintendent of Schools

- A. APPOINTMENTS AND TRANSFERS - nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil
- C. LEAVE OF ABSENCE

1) General Leave

That in accordance with Article 20.01 of the Elementary Collective Agreement, it is recommended that **VIRGINIA K. RICHARDSON**, Teacher at Bell-Stone Public School, be granted .5 general leave of absence, without pay or allowances, effective September 8, 1998 to June 30, 1999 inclusive (43 weeks).

D. PROBATIONARY AND PERMANENT CONTRACTS

The Board is informed that the following Elementary Teachers have been granted probationary contracts:

**CHRIS TONDREAU**, C.H. Bray Public School, effective January 1, 1998  
**JACKIE SMALL**, Billy Green Public School, effective January 1, 1998  
**SILIA CONTINELLI**, Queens's Rangers Public School, Lynden Public School, effective January 1, 1998  
**KELLY DOIG**, Ancaster Senior Public School, Lynden Public School, effective January 1, 1998  
**MICHELE HONAN**, Bell-Stone Public School, effective January 1, 1998  
**JUDITH WHITMORE**, Central Park Public School, effective January 6, 1998  
**LISA SCOTT**, Dundas District Public School, effective January 7, 1998  
**CATHY CLEMENTS**, Yorkview Public School, Guy Brown Public School, effective January 7, 1998  
**JEANETTE WILKINSON**, Guy Brown Public School, effective February 2, 1998

E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

SECTION II

W. Joudrie, Superintendent of Schools

- A. APPOINTMENTS AND TRANSFERS - nil
- B. RESIGNATIONS, RETIREMENT AND TERMINATIONS - nil
- C. LEAVES OF ABSENCE

1) General Leaves

- a) That in accordance with the Employment Standards Act, a leave is granted to **CATHY ROWE**, Teacher, Glenwood School, effective January 14, 1998 to September 16, 1998 inclusive (35 weeks).

- b) That in accordance with Article 18.03 of the Elementary Collective Agreement, it is recommended that **CAROLA BAKER**, Teacher at Flamborough Centre, be granted an extended leave, effective March 9, 1998 to June 26, 1998 inclusive (16 weeks).
- c) That in accordance with Article 20.01 of the Elementary Collective Agreement, it is recommended that **SHARON HOWE**, Teacher at Grange Public School, be granted .2 general leave of absence, without pay or allowances, effective September 8, 1998 to June 30, 1999 inclusive (43 weeks).
- d) That in accordance with Article 20.01 of the Elementary Collective Agreement, it is recommended that **PAULINE A. FIELD**, Teacher at Beverly Central School, be granted a .5 general leave of absence, without pay or allowances, effective September 8, 1998 to June 30, 1999 inclusive (43 weeks).

#### D. PROBATIONARY AND PERMANENT CONTRACTS

It is recommended that the following Elementary Teacher be granted a permanent contract effective February 28, 1998:

**CHERI BARWINSKI**, Teacher at Flamborough Centre Public School

#### E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

### SECTION III

K. Waters, Superintendent of Schools

#### A. APPOINTMENTS AND TRANSFERS

The Board is informed that the appointment of **JANET BOWLER**, Acting Head of Family Studies at Waterdown District High School will be extended for the period February 9, 1998 to June 30, 1998.

#### B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

##### 1) Retirements

- a) That in accordance with the provisions of the C.U.P.E. Collective Agreement - Clerical Unit, it is recommended that the retirement of **JEAN THOMPSON**, Head Secretary at Community and Continuing Education be accepted, effective June 30, 1998.
- b) That in accordance with Article 17.02(b) of the Secondary Collective Agreement it is recommended that the retirement of **BRENDA J. MCGUIRE**, Teacher at Ancaster High School be accepted, effective November 30, 1998.

#### C. LEAVES OF ABSENCE

##### 1) General Leaves

- a) That in accordance with Article 20.01 of the Secondary Collective Agreement, it is recommended that **CHERYL MACDONALD**, Teacher at Parkside High School, be granted a general leave of absence, without pay or allowances, effective September 8, 1998 to June 30, 1998 inclusive (43 weeks).

- b) That in accordance with Article 18.01(b) of the C.U.P.E. Collective Agreement - Educational Assistant Unit, it is recommended that **JUDY WARD**, Educational Assistant at Parkwood School, be granted a .6 general leave of absence, without pay or allowances, effective March 2, 1998 to June 24, 1998 inclusive (16 weeks and 3 days).

- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil



## February 5/98 Recommendations

## SECTION IV

D. Russon, Interim Superintendent of Human Resources

## A. APPOINTMENTS AND TRANSFERS - Nil

## B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil

## C. LEAVES OF ABSENCE

1) General Leaves

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

**THERESA BERNHARDT**, Elementary Teacher, January 1, 1998 to August 31, 1998

**KELLY BREEN-BUCKLEY**, Elementary Teacher, February 23, 1998 to August 31, 1998

**BRENDA D'AGOSTINO**, Elementary Teacher, March 30, 1998 to October 30, 1998

**KATHERINE M. PRESTON**, Elementary Teacher, September 1, 1998 to August 31, 1999

**HEATHER REX**, Secondary Teacher, February 9, 1998 to August 31, 1998

2) Leave of Absence - Date Change

That the dates of the Leave of Absence granted to **SUZANNE RICH**, Elementary Teacher at a previous meeting, be changed to: December 15, 1997 to August 31, 1998. —

3) Leave Extensions

That the requests of the following staff for an extension of their Leave of Absence, effective as shown, be granted:

**NATALIE BOTTS**, Elementary Teacher, March 16, 1998 to August 31, 1998

**SANDRA DOWHAN-SANTINON**, Elementary Teacher, March 23, 1998 to May 15, 1998

## D. PROBATIONARY AND PERMANENT CONTRACTS - Nil

E. OTHER MATTERS REQUIRING BOARD ATTENTION

1) Timetable Changes

That the timetable change of **DEBORAH BATES**, Secondary Teacher, 2/6 to 3/6 (3/3 Sem. 2) be approved, effective February 4, 1998 to August 31, 1998, with salary according to the salary schedule.

#7

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

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**M E M O R A N D U M**

TO: Trustees  
FROM: The Director of Education  
RE: **Staff Placements**

1. **Secretarial Positions - Director's Office:**

Please be advised that implementation of the staff placement process has resulted in the assignment of the following individuals, effective immediately:

Mary Davis	- Secretary to the Superintendent of Transitional Services
Ruth Millar	- Assistant to the Secretary of the Board
Mary Lou Robillard	- Secretary to the Director of Education

2. **Manager of Human Resources:**

Please be advised that Deborah Russon has been placed in the position of Manager of Human Resources, effective April 30, 1998. As a result of review by a Placement Committee, consisting of D. Grant, M. Matier, L. Veerman, and me, the job content of the Manager of Human Resources position was determined not to constitute a new position.

Thank you.

Feb. 3/98  
/rt





Date: January 28, 1997  
To: A. Greenleaf, Director of Education  
From: Dr. E. G. Bond, Superintendent of Program  
Re: Communicating School and System (Hamilton) Reports of Grade 3 Students' EQAO Assessment Results, 1996-97

## RECOMMENDATION

*That School and System (Hamilton) Reports of Grade 3 Students' EQAO Assessment Results, 1996-97 be received for information.*

## BACKGROUND

The provincial Education Quality and Accountability Office (EQAO) was established in 1995 as Ontario's education 'auditor'. EQAO has two mandates: improvement in student performance, and accountability to the public for student results. The schedule established by EQAO for provincial assessments to the year 2000 is contained in Appendix D.

Grade 3 students were assessed over a 10 day period in March and April, 1997. There was a variety of different tasks which integrated Reading, Writing and Mathematics, allowing students to demonstrate knowledge, skills, thinking and problem-solving in these curriculum areas. These results reflect students' progress throughout the Primary grades, to the **spring of Grade 3**, while standards reflect curriculum expectations for the **end of Grade 3**.

Individual Grade 3 student results were received by schools at the end of June, 1997 and were distributed to parents and students. School and board summaries were received in November, 1997.

The overall city report is contained in Appendix A, and individual school reports are in Appendix B. These reports include the System/School Profile and System/School Response and Action Plans.

A summary of provincial, system (Hamilton) and school results is contained in Appendix C, with a description of the areas assessed and the coding of results.

## ISSUE

*To communicate to trustees the City and School Reports of Grade 3 Students' EQAO Assessment Results, 1996-97.*

## RATIONALE

In developing, implementing and reporting student assessment, EQAO has adopted the guidelines of the *Principles for Fair Student Assessment Practices in Canada* (1993). One of these principles requires interpretation of results in light of factors that might influence them (Appendix D). This report presents 1996-97 city and school results for Grade 3 students in a manner consistent with EQAO guidelines, and in accordance with existing Board policy that **"... the communication of assessment results is to provide accurate and informative representation of the purpose, procedures and contexts of the assessments and the action plans for addressing the results."** (Appendix E).

These results provide useful information for schools and the community for accountability and improvement, within school contexts.

- Appendix A - System (Hamilton) Report
- Appendix B - School Reports
- Appendix C - Summary of provincial, system (Hamilton) and school results
- Appendix D - EQAO's MISSION description of results and schedule of assessment
- Appendix E - Policy on Communication of Provincial and System-wide Assessment Results



**SYSTEM (HAMILTON) REPORT  
GRADE 3 ASSESSMENT of READING,  
WRITING and MATHEMATICS**

**Hamilton-Wentworth District School Board**

**Address:** 100 Main Street West, Hamilton, ON L8N 3L1  
**Telephone:** 527-5092  
**Fax:** 521-2538

**Director of Education:** A. Greenleaf  
**Grade Levels:** JK - OAC

**System (Hamilton) Profile**

Hamilton is a midsize city of 325,000 with an economic base which is primarily heavy industry which also provides many commercial and public services for surrounding smaller communities and rural areas.

This EQAO Grade 3 assessment was based on The Common Curriculum Grades 1-9 (1993) which was in effect prior to and at the time of the assessment (March - April, 1997). **Students' results were scored Level 1-4 based on the Common Curriculum standards in effect at that time, where Level 1 is NOT MEETING STANDARD for the grade, Levels 2 and 3 are MEETING STANDARD, and Level 4 is EXCEEDING STANDARD.** Results of this assessment reflect students' progress throughout the Primary grades, to March of Grade 3, while outcomes and standards reflect expectations for the end of Grade 3. (See Appendix C.)

Hamilton schools are now in the first year (1997-98) of a two-year implementation plan for The Ontario Curriculum Grades 1-8, Language and Mathematics (1997) with revised grade expectations and standards which will be the basis for the results of the next EQAO assessment, but do not relate to the current results.

Hamilton city schools each operate under a School Plan which involves identification of areas of focus, expected outcomes, indicators of success, strategies and resources, annual review of implementation and outcomes, and then identification of new or continued areas of focus, including implementation of new curriculum. School staffs review a variety of information to determine school needs and success, including student achievement data such as this EQAO assessment. School plans are written documents shared with school communities and reviewed by supervisory officers. System program plans include provincial curriculum implementation initiatives as well as support for school program needs and initiatives.

Approved by the D:  
Signature: *A. Greenleaf*  
Date: 1998.02.03

### **System (Hamilton) Response and Plan for Action**

**Overall, Hamilton public school results are consistent with the results for Ontario as a whole.**

**Reading:**

**81%** of Hamilton Grade 3 students are MEETING or EXCEEDING STANDARD (Levels 2, 3, 4) compared to 80% provincially.

**Writing:**

**82%** of Hamilton Grade 3 students are MEETING or EXCEEDING STANDARD (Levels 2, 3, 4) compared to 82% provincially.

**Mathematics:**

**75%** of Hamilton Grade 3 students are MEETING or EXCEEDING STANDARD (Levels 2, 3, 4) compared to 76% provincially.

12% of Hamilton Grade 3 students were receiving ESL/D assistance at the time of the assessment, compared to 10% provincially.

19% of Hamilton Grade 3 students were receiving special education assistance at the time of the assessment, compared to 19% provincially.

It is interesting to note from School Reports that most students report that they “like” Reading, Writing and, to a somewhat lesser extent, Mathematics, but substantially fewer students report that they are “good at” these subjects, and there are some gender differences in these perceptions.

Following are examples of some other common themes in School Reports across the system.

- Implementation of The Ontario Curriculum;
- School Plans - collaborative and shared with School Council;
- The use of school or grade-wide reading/writing programs;
- Common planning time for teaching teams;
- Variety of teaching and assessment strategies, including student self-assessment;
- School-based literacy and/or numeracy teams;
- Strategies for involving parents;
- Use of Learning Resource Teachers, learning centre staff, co-op students, and volunteers to address needs of students;
- School focus on the use of the writing process;
- Focus on the communication in Mathematics.



*Program Services will provide inservice/consultation to teachers and school administrators*

- *to address school plan initiatives;*
- *to address the needs of all students;*
- *to prepare teachers and students for the 1997-98 EQAO assessment, and use of results;*
- *to provide exemplars of expected student work for Reading, Writing and Mathematics;*
- *to provide models of exemplary lessons and processes for teachers;*
- *to support the use of technology to address students' learning needs.*

*The Superintendent of Program will seek input from school administrators re:*

- *school-based assessment needs and initiatives to complement provincial assessment;*
- *purpose, process and content of reporting of student assessment results.*

*The Program Department will undertake an inventory of appropriate materials and resources for schools to address the expectations of the new Ontario Curriculum.*

*The Superintendent of Program will work with the other Supervisory Officers and with School Administrators to put a procedure in place to prioritize, upgrade, and update materials and resources to support the results of the EQAO assessment and the new Ontario Curriculum.*

\_\_\_\_\_  
Superintendent of Program

Date:



## SCHOOL REPORTS





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**A.M. Cunningham Public School**

**School Address:** 100 Wexford Avenue South

**School Phone:** (905) 544 - 7771

**School Fax:** (905) 544 - 7576

**Principal:** Mr. J. S. Lindsay

**Grade Levels:** Junior Kindergarten to Grade Five

**Enrolment:** 350 students

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

A.M. Cunningham School was built in 1929 with a one floor addition to accommodate Junior and Senior Kindergarten, erected in 1990. The school is located 2 blocks South of Delta High School, between Kenilworth and Ottawa Streets. This is an established community with a very stable, supportive family base, who value educational experiences and learning opportunities for their children.

Cunningham School is fortunate to have contributions from both a Home And School and a Parent Advisory Council. Both of these groups have some wonderfully dedicated and supportive individuals, who devote their time and expertise to augment and enrich their childrens' education. In addition there are 50 Parent Volunteers and High School Co-op students who work diligently on the students' behalf.

Since 1984 this school has been a dual track French Immersion school, which imparts new and different challenges to both the English and the French language instructional components. Some of the school priorities over the past few years have included a focus on student Literacy, Environment, Safe Schools and incorporating the New Ontario Curriculum thrusts.

We believe learning is an ongoing, lifelong process and work together to develop skills and attitudes, which will promote these goals.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212101  
 School Name: A M Cunningham Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
49	Students in Grade 3	I like reading	Girls 84% Boys 52%
31%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	72% 71%
0%	Fully exempt from the assessment	I like writing	72% 57%
24%	Receiving special education (excluding gifted)	I am good at writing	68% 48%
54%	Boys	I like mathematics	84% 71%
22%	Language other than English in the home	I am good at mathematics	48% 57%

Overall Achievement		Reading	Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students		84% 55%	88% 33%	76% 35%
Girls		92% 68%	88% 44%	80% 40%
Boys		81% 43%	86% 19%	76% 29%
Receiving Special Education (excluding gifted)		75% 42%	75% 17%	67% 17%
Not Receiving Special Education (or gifted)		86% 59%	92% 38%	78% 41%

## School Response and Plan for Action

The initial response to the school data for A.M. Cunningham School indicating performance levels 2 and above (reading 84%, writing 88% and mathematics 76%), is encouraging and exceeds the Hamilton average in all areas. The numbers performing at level 3 and 4 performance standards do decrease rather sharply (reading 55%, writing 33% and mathematics 35%). These percentages do not meet our expectations and need to be reviewed with respect to the School Action Plans and priorities.

Some of the factors which require consideration, are the French Immersion students who only begin to receive 45 minutes per day of English instruction, commencing at the Grade 2 level. They comprise 25% of the assessment group. Although research indicates that they will eventually narrow the gap, it is difficult for them to receive their instruction in French and yet be assessed in English, after such a shortened instructional period. Also noteworthy is the fact that we chose to exempt very few of our students from the assessment despite their identified exceptionalities.

As a school we will be discussing our Action Plans with our school Council, once they have been fully reviewed, by the end of January 1998, for implementation during the 1998-1999 school year. The school's Action Plan process is open to parents who wish to have input and we encourage parents to discuss concerns with the teachers and the principal. We wish to continue our primary focus on literacy across the Curriculum while extending our students' facility in the area of Mathematics. In addition we must continue to address stereotypical attitudes, with the girls appearing to enjoy the school experience more than the boys and girls feeling that they are less able in the math/science areas.

### *Summary of Grade 3 Provincial Assessment Results, 1996-97*

		Exempt	No Data	Level 1	Level 2	Level 3	Level 4
Ontario	Reading	6%	5%	9%	30%	34%	16%
Hamilton	Reading	4%	5%	10%	31%	34%	16%
School	Reading	2%	1%	10%	29%	41%	14%
Ontario	Writing	4%	5%	9%	43%	31%	8%
Hamilton	Writing	2%	5%	11%	47%	29%	5%
School	Writing	3%	1%	3%	55%	27%	6%
Ontario	Mathematics	4%	3%	17%	43%	28%	5%
Hamilton	Mathematics	2%	3%	21%	43%	28%	4%
School	Mathematics	4%	4%	16%	41%	31%	4%

Principal

*J. Lindsay*

Date submitted

*January 21, 1998*





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### ADELAIDE HOODLESS Public School

**School Address:** 71 Maplewood Avenue

**School Phone:** 549 - 1339

**School Fax:**

**Principal:** Ms. Donna Quigley

**Grade Levels:** J.K. – grade 8

**Enrolment:** 560

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

### School Profile

Our school is situated in a predominantly working class area with a small section of well – established middle class homes. A large percentage of homes are duplexed or rental. Students come from different ethnic and religious backgrounds. However, the community is predominantly Anglo – Saxon. Our neighbourhood undergoes a great deal of change during the course of the school year and, as a result, many of our pupils have had several changes of school ( some as frequently as 10 or more).

Adelaide Hoodless School was built in 1911. It has had three additions over the years and was last renovated in 1990. The school serves 560 students from the community. Approximately 325 students are in the Primary Junior Division and 135 students are in the Middle School. Adelaide Hoodless has an outstanding Library and Learning Centre that addresses the needs of students and program. The Behaviour Class at Adelaide Hoodless is an integral part of activities and events at the school.

School priorities in the last few years have included a focus on School Council, Safe Schools, Computers and The Common Curriculum.

We believe that provision of a daily snack of fruit and vegetables by our Home and School Association has had a positive impact on the general well – being and academic progress of our students.

Adelaide Hoodless enjoys a healthy partnership with the School Council, with all working hard to achieve our common goals. Parents also serve on many committees ( Safe Schools, Budget ) and assist at many functions where their input, expertise and support are invaluable.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs.

Our students are given the opportunity to experience a variety of activities to support them in their school life.

Board ID:	212	Hamilton, B of E for the City of			
Board Name:	212102	Adelaide Hoodless PS			
School ID:					
School Name:					
Demographics *		Attitudes *			
43	Students in Grade 3	(percent saying yes)	Girls	Boys	
0%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	79%	78%	
0%	Fully exempt from the assessment	I am good at reading	47%	57%	
9%	Receiving special education (excluding gifted)	I like writing	68%	65%	
45%	Boys	I am good at writing	53%	48%	
5%	Language other than English in the home	I like mathematics	74%	57%	
		I am good at mathematics	63%	48%	
Overall Achievement		Writing			
(percent of evidence of performance at the level)		Levels 2,3,4	Levels 3,4	Levels 2,3,4	Levels 3,4
	All students	84%	26%	81%	49%
	Girls	79%	26%	68%	42%
	Boys	87%	22%	91%	52%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 79%, writing 84% and math 81%). The numbers performing at level 3 and above in writing (26%) and math (49%) are not meeting our expectations and possible reasons and solutions will need further analysis and discussion. In the area of reading (53%) of our students are at level 3 and above. Of interest is the significantly better performance of boys over girls in most areas. This statistic is opposite to the system score. In reading 87% of boys performed at levels 2 and above and 68% of girls performed at levels 2 and above. In mathematics, 91% of boys performed at levels 2 and above and 68% of girls performed at levels 2 and above.

The Primary Junior Staff plan to meet as a team as well as Action Plan Committee Members to discuss these results and their meaning for programs and instruction at Adelaide Hoodless School. The school has already put into place two very significant programs that will have an impact on student learning and achievement. The Learning Centre is being re-designed to enable exceptional and "at risk" students to maximize their potential. Students experiencing difficulties with specific expectations will receive the "in class" support necessary for student growth. As part of the School Plan, the curriculum focus will be reading and writing. Collections for Young Scholars by Open Court Publishers will be purchased over a period of three years to assist teachers with innovative instruction in reading and writing.

We plan to use the results of the EQAO as an indicator of the quality of our planning and implementation of language and mathematics over a period of time. The results of the EQAO will be shared with the School Council at an In-Service in February. A summary of the school's results will be shared in the school newsletter during the winter term.

Parents are encouraged to meet with their child's classroom teacher to discuss this Report and its implications for classroom practice. The school's Plan for Action process is open to any parent who wishes to be involved. Please contact the Principal's office for further details.

*Danna Quigley*  
*Jan. 20 - 1998 -*





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Allenby Public School**

**School Address:** 357 Hunter Street West

**School Phone:** (905) 525-8282

**School Fax:** n/a

**Principal:** Mrs. Diane Rawsthorn

**Grade Levels:** J.K. – Gr. 5

**Enrolment:** 125

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Allenby Public School is located in a respectable working class neighbourhood in the heart of the City of Hamilton. The school, which was built in 1917, has a proud history. With a small school population, currently at 125 students, Allenby School and community have struggled together against school closure over recent years. There is a remarkable closeness and solidarity amongst the community, parents and school.

A number of community groups find the school's central location ideal and the school shares space with a co-op nursery, an adult knitting class and an adult painting class.

The Allenby Home & School Association and the more recently founded Allenby School Council provide strong support. Allenby School benefits from the fundraising initiatives of the parents, the spirit of volunteerism of the community and the pride in their school that is felt by students, teachers and parents alike.

There are 4 full-time staff teaching levels 1 – 5 and part-time teachers for Junior Kindergarten, Senior Kindergarten, Music, Core French, Learning Resource and Physical Education. Allenby is twinned with a larger junior school and shares a principal and vice principal. While the school has a fully equipped library and computer lab, currently there is no Librarian or Computer Site Administrator. The staff complement is 7.1 teachers.

Allenby has been described as a small country school in the middle of the city. The smallness of the school allows for a family atmosphere where every teacher knows almost every student by name. The buddy system of the older students watching over and assisting younger ones on the playground, in the computer lab and through reading buddies, promotes collaborative learning and social skills development.

Allenby is a school where safety and personal well being play a strong role within its educational program.

Board ID: 212  
Board Name: Hamilton, B of E for the City of  
School ID: 212103  
School Name: Allenby Jr PS

### Demographics \*

25 Students in Grade 3  
8% ESL/ESD (English as Second Language/English Skills Development)  
0% Fully exempt from the assessment  
16% Receiving special education (excluding gifted)  
48% Boys  
16% Language other than English in the home

Attitudes \*  
(percent saying yes)

	Girls	Boys
I like reading	83%	54%
I am good at reading	67%	54%
I like writing	92%	54%
I am good at writing	58%	46%
I like mathematics	67%	77%
I am good at mathematics	67%	69%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	84% 40%	80% 24%	80% 24%
Girls	92% 58%	83% 33%	75% 25%
Boys	77% 23%	77% 15%	85% 23%

### School Response and Plan for Action

The EQAO Test results for Allenby for scores at level 2 and above are closely aligned and somewhat above provincial and city results (reading 84%, writing 80% and math 80%). While Allenby scores are respectable, the numbers performing at level 3 and above are not meeting our expectations. Also of significance are the better performances of girls over boys in reading and writing, and boys over girls in mathematics.

The Allenby School plan for 1997/98 addresses EQAO testing; to review the results of provincial tests, to review the process and to promote an understanding among the whole staff of the requirements of the EQAO tests. The school Curriculum Committee that is made up of teachers along with a parent representative of the School Council currently is developing an Action Plan.

In mathematics, problem solving, algebra and the use of math journals are of special focus.

For reading and writing, the school will be examining the writing process, the range of writing activities being used and the fuller use of the library and computer room.

In 1996/97, all grades 1 – 5 students at Allenby were in split-grade classes with an average size of 31. For 1997/98, class sizes are significantly smaller. Allenby School will view with interest whether smaller classes over one year contribute to improved school achievement.

Principal Signature:

*S. Fausthorp*  
*J. Brownie*

Date:

*Jan 20/98*





**SCHOOL REPORT  
GRADE 3 ASSESSMENT OF  
READING, WRITING AND MATHEMATICS**

**BUCHANAN PARK SCHOOL**

**ADDRESS:** 30 Laurier Avenue  
Hamilton, Ontario  
L9C 3R9

**PRINCIPAL:** Mrs. M. Babcock  
**GRADE LEVELS:** JK - Gr. 5  
**ENROLMENT:** 269

**TELEPHONE:** (905) 387-5212

**FAX:** (905) 387-5268

Buchanan Park Public School is located between Garth and West 5th Streets and Mohawk Road and Fennell Avenue. The school was built in 1960 and serves approximately 270 students. The Learning Centre, Library and Computer Lab are fully serviced for half of each day and latter two especially are used extensively.

The school abuts the community park and there are strong ties to the community. There has been and continues to be a strong parent group at the school which works in unison with the staff.

School priorities for the past two years have included a focus on literacy (Open Court throughout the school), Health and Safety (zero tolerance, conflict resolution) and beginning this year a focus on Mathematics (Quest 2000 programmes in most grades). The staff and community are involved with a variety of activities (Christmas Bazaar, Fun Fair, Opera, House-Leagues, Wilderness Garden, Festive Luncheon) and work well together.

We are a community which is working together towards achieving our goal of our reach exceeding our grasp. High academic achievement is a priority throughout the school and we continue to work to achieve this end.

*M. Babcock*

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212104  
 School Name: Buchanan Park PS

### Demographics \*

43 Students in Grade 3  
 7% ESL/ESD (English as Second Language/English Skills Development)  
 0% Fully exempt from the assessment  
 9% Receiving special education (excluding gifted)  
 40% Boys  
 7% Language other than English in the home

Attitudes \*  
 (percent saying yes)

	Girls	Boys
I like reading	76%	62%
I am good at reading	71%	35%
I like writing	82%	73%
I am good at writing	59%	38%
I like mathematics	65%	65%
I am good at mathematics	53%	50%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4	Writing Levels 2,3,4	Mathematics Levels 2,3,4
All students	86%	88%	79%
Girls	100%	94%	76%
Boys	77%	85%	81%
	54%	19%	15%

## *BUCHANAN PARK PUBLIC SCHOOL DEMOGRAPHICS AND ATTITUDES*

Data displays from Student and Home Questionnaires Here

### *SCHOOL RESPONSE AND PLAN FOR ACTION*

From an initial viewing of the school data, staff is pleased with the numbers of students performing at levels 2 and above (reading 86%, writing 88% and mathematics 79%). The numbers performing at level 3 and above in writing (35%) and mathematics (23%) are not meeting our expectations and possible reasons and solutions will need further analysis and discussion. These grade three students are the last group in the school that did not experience Open Court in Grade One. Of interest is the significantly better performance of girls over boys in the reading and writing areas.

The School Plan committee plan to meet over lunch hour during the next few months to discuss not only these results and their meaning for programmes and instruction at Buchanan Park School, but to discuss our next five-year school plan. These plans will be shared, discussed and approved by our School Council. The Action Plans developed by the end of February, 1998 will include specific recommendations to be implemented during the 1998-1999 school year, with a review of progress in June 1999.

(Mrs. ) M. Babcock  
Principal

Dated: January 12, 1998





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**C.B. Stirling Public School**

**School Address:** 340 Queen Victoria Dr.,  
Hamilton, Ontario

**School Phone:** 385-5374

**School Fax:**

**Principal:** Carol Scaini

**Grade Levels:** K - 8

**Enrolment:** 536

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

C.B. Stirling services a Junior Kindergarten to Grade 8 population of 536 students. It is located in a varied socio-economic neighbourhood that has a mix of single family homes, townhouses and subsidized housing. Approximately 8% come from homes where English is not the first language spoken. Most students in this group speak Arabic at home. Our learning centre services 23% of our students on a daily basis.

The teachers at C.B. Stirling have strong planning skills. School plans have been implemented with a high degree of success during the past few years. School priorities in the past two years have focused on implementing a phonics-based reading program in grades 1 – 6. In addition, improvement of spelling skills has been a priority. The staff has identified writing as an area for growth and has participated in in-service sessions as well as reviewing the writing process. Test results indicate that there is a need for more work in this area.

Previous testing on Canadian Achievement Tests have indicated very good results in reading, language skills and math. Teachers have consistently used information derived from testing, as well as day to day observation, to program effectively for their students. Staff work together as a primary/junior team to develop strategies that will improve achievement.

The Home & School and School Council are active parent groups in the school. A priority will be to attempt to increase parent involvement in order to provide programs that are supportive of the students (i.e. snack program). Parents participate in fund-raising, classroom volunteering and provide input into the school planning process.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212105  
 School Name: Cecil B Stirling PS

### Demographics \*

65 Students in Grade 3  
 2% ESL/ESD (English as Second Language/English Skills Development)  
 6% Fully exempt from the assessment  
 23% Receiving special education (excluding gifted)  
 41% Boys  
 8% Language other than English in the home

Attitudes \*  
 (percent saying yes)

	Girls	Boys
I like reading	76%	50%
I am good at reading	68%	64%
I like writing	76%	56%
I am good at writing	64%	58%
I like mathematics	76%	47%
I am good at mathematics	52%	56%

### Overall Achievement

(percent of evidence of performance at the level)

	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	77% 46%	74% 29%	74% 49%
Girls	92% 52%	84% 44%	80% 64%
Boys	75% 47%	75% 22%	78% 44%
Receiving Special Education (excluding gifted)	53% 20%	60% 7%	53% 40%
Not Receiving Special Education (or gifted)	84% 54%	78% 36%	80% 52%

### School Response and Plan for Action

Our students achieved the following results at and above Level 2:

Reading – 77%

Writing - 74%

Mathematics – 74%



One area of concern was our results in writing where 29% of the students achieved in Levels 3 and 4. As a staff, we will need to implement strategies to assist students in improving achievement levels in all areas of writing. There has been a focus on process writing, both last year and this year, in the School plan. Teachers will be evaluating strategies that lead to successful student achievement in writing. This area of focus will continue to be a part of our school plan.

In Math our students achieved outstanding success, with 20% above expectations. Teachers will be spending time during team meetings discussing and charting the classroom activities that have led to this success.

Our focus in reading will continue. This year we are seeing the benefits of our new reading program with the achievement of our grade two students who have improved ability in all areas of reading. As the program is implemented to all grade levels, we expect to see corresponding improved results. This area of focus will continue to be part of our school plan.

This report will be shared at our January school council meeting and the results of the testing will be published in the school newsletter.

Principal Signature:

*Scaini*

Date:

*Jan 16, 1998*





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Centennial Public School**

**School Address: 47 Simcoe St. East**  
**Hamilton, ON**  
**L8L 3N2**

**Principal: Mr. Clarke Johnson**

**Grade Levels: Junior Kindergarten – 5**

**Vice Principal: Mrs. Jean Petruszkiewicz**

**School Phone: (905) 528-6341**

**Enrolment: 529**

**School Fax:**

**Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631**

**School Profile**

Centennial Public School, opened in 1967, is located in the industrial north-east area of Hamilton. The school is designated a Compensatory Education School by the Board of Education, thus granting us additional funding and staff. Many families require support due to economic conditions and receive social assistance. Under the direction of our full time social worker, parents and students are counselled individually or in small groups, in programs such as Cope and Temper Taming, to meet socio-emotional needs. Over 20 students are involved in the mentoring program with many more awaiting additional volunteers. Large numbers take advantage of a daily, community breakfast program. Parent volunteers check daily for pediculosis.

Centennial School has a large percentage of ESL students (29%) and in the Grade 3 classes completing the EQAO test, 19% were ESL students. 29% of the student population speak a language other than English at home. Of the 80 Grade 3 students eligible for testing, 6% were exempted from all testing and 8% were exempted from the Reading portion of the test. 59% of the students received ESL or LRT support. Every student who received a Level 1 score (Reading, Writing or Math) as well as 35% of students who scored in Levels 2 and 3 received resource support.

The socio-economic structure of the community is at such a low level that there is large transient nature in the school population; 80 % of the students move in/out within a given school year. The school itself has a large ESL/LRT teacher component to augment the language program taught by the classroom teachers. Over 50% of the student population receive ESL or LRT support. School space is provided for three full time adult ESL programs.

School priorities in the last few years have included a focus on Mathematics (Family Math nights), Literacy (Writing to Read Lab, Open Court and Snuggle Up & Read Programs), Safe Schools (Discipline Code, Zero Tolerance, and Second Step). The staff and community value and support a variety of co-curricular and extra-curricular activities including houseleague programs, school teams, and choir.

Centennial School enjoys a strong and supportive parent partnership on our School Council. A huge community involvement also occurs with the service we receive from our 35 volunteers and 21 mentors.

Centennial School is a diverse place where students, parents, staff and community partners strive to learn while respecting our ethnic, racial, cultural, economic and physical differences.

Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212106

School Name: Centennial Jr PS

## Demographics \*

80 Students in Grade 3

19% ESL/ESD (English as Second Language/English Skills Development)

6% Fully exempt from the assessment

11% Receiving special education (excluding gifted)

53% Boys

29% Language other than English in the home

## Attitudes \*

(percent saying yes)

Girls 90%

Boys 74%

74%

68%

74%

38%

68%

65%

## Overall Achievement

(percent of evidence of performance at the level)

## Reading

Levels 2,3,4 Levels 3,4

All students 76% 45%

Girls 85% 54%

Boys 82% 44%

Receiving Special Education (excluding gifted) 22% 22%

Not Receiving Special Education (or gifted) 83% 48%

## Writing

Levels 2,3,4 Levels 3,4

82% 36%

92% 49%

88% 29%

44% 22%

87% 38%

## Mathematics

Levels 2,3,4 Levels 3,4

78% 29%

85% 33%

85% 29%

33% 11%

83% 31%

### School Response and Plan for Action

From an initial viewing of the school data, staff is very pleased with the numbers of students performing at level 2 and above (reading 76%, writing 82% and math 78%). The numbers performing at level 3 and above in reading (45%), writing (36%) and math (29%), are slightly below city norms and possible reasons and solutions will need further analysis and discussion. Of interest is the significantly better performance of girls over boys in reading and writing while girls performed only slightly better in mathematics than boys.

The Grades 2, 3, 4 and LRT/ESL teachers met on January 16, 1998 and discussed these results and their meaning for programs and instruction at Centennial. One week later, on January 22, 1998 this information will be shared at a full staff meeting. The plans will be shared, discussed and approved by our School Council. The Action Plans developed by the end of January, 1998 will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during June 1999.

The following are lists of strategies currently in our School Action Plan that directly impact our reading and writing focus. We will continue with these initiatives:

- Inservice The Ontario Curriculum Grades 1-8, Language
- Snuggle Up & Read
- Open Court
- Book It!
- Writing To Read Lab
- Monthly Picton Library Visits
- School Wide Literacy Day
- S.K. Reading Workshop
- Information Skills (1 hr. bi-weekly)
- Computer Skills (1 hr. bi-weekly)

Most important to our Level 1 students is that everyone of these students receives individual ESL or LRT assistance to supplement classroom work.

These strategies support our math focus:

- Inservice The Ontario Curriculum Grades 1-8, Mathematics
- Math Bags
- 2,3 STEP
- Journalling
- Daily and Weekly Math Problems
- Family Math Night

The school's Plan for Action process is open to any parent who wishes to be involved. Please contact the Principal's office for further details.

Principal Signature: *Clare Johnson*  
Vice Principal Signature: *Michelle Grogan*

Date: 1998 01 20  
Date: 98-01-20





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Central Public School**

**School Address: 75 Hunter Street West**  
**Hamilton, Ontario**  
**L8P 1P9**

**Principal: D.Maddocks Vice-Principal: J.Shipton**

**Grade Levels: JK-5**

**School Phone: 522-9690**

**School Fax: 522-9801**

**Enrolment: 148**

**Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631**

**School Profile**

Central School is located in the downtown core area of Hamilton directly south of City Hall. The school, opened in 1853, has served as many as 1000 students and continues to have a major role as a landmark building in Hamilton. Many high-rise apartment buildings and rental properties surround Central. There are 148 students presently enrolled in Grades JK-5. Our English as a Second Language population is 30% and is representative of 20 countries of origin for our students. Special Education students are integrated into the regular classroom settings and receive support on both a withdrawal and in-class basis. We are also fortunate to have a number of volunteers who work with our students on a regular basis. The rate of transfers of students into, and from, Central in the 1996-1997 school year was 113%.

There were 18 Grade 3 students tested.

78% of those students tested scored at and above Level 2 in Reading, Writing and Mathematics.

These scores mirror the overall achievement levels of both Hamilton, and Ontario, Grade 3 students.

(Hamilton: Reading 81%, Writing 81%, Mathematics 75%

Ontario: Reading 80%, Writing 82%, Mathematics 76%)

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212107  
 School Name: Central Jr PS

### Demographics \*

18 Students in Grade 3  
 0% ESL/ESD (English as Second Language/English Skills Development)  
 0% Fully exempt from the assessment  
 22% Receiving special education (excluding gifted)  
 39% Boys  
 11% Language other than English in the home

Attitudes \*  
 (percent saying yes)

	Girls	Boys
I like reading	100%	73%
I am good at reading	43%	36%
I like writing	71%	36%
I am good at writing	14%	36%
I like mathematics	14%	36%
I am good at mathematics	0%	18%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	78% 44%	78% 33%	78% 22%
Girls	86% 43%	71% 29%	86% 29%
Boys	73% 45%	82% 36%	73% 18%

### School Response and Plan for Action

In order to provide our students with more practice using written work and problem-solving strategies in the mathematics area a new textbook series *Interactions* was purchased last spring for Grades 2-5. The School Council has also provided funds to purchase the series *Spelling* for Grades 2-5 this fall. These new spellers will provide our students with assistance in improving phonemic awareness and acquiring new spelling strategies, as well as providing opportunities for integration of the weekly spelling words into other subject areas. Both new textbook series are consistent from Grade 2 to Grade 5 ensuring the continuity of programming in these two areas as our students' progress from grade to grade.

Another area of focus this year is the incorporation of computer technology into our classroom programming. Each grade class is scheduled to receive two half-hour periods per half class per week in the computer lab. The site administrator will continue to meet regularly with classroom teachers to ensure the integration of this technology into classroom themes and activities.

As a staff we plan to discuss the use of rubrics to assist in student evaluation and to encourage student self-assessment. This will enable us to develop a picture of "what good work looks like", which, as Joan Green indicated, is one of the major areas of focus for this provincial assessment.

Principal Signature: J. Skipton  
Vice-Principal

Date: January 16, 1998





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Dr. J. Edgar Davey Public School

**School Address:** 99 Ferguson Ave. N.  
Hamilton, ON L8R 1L6  
**School Phone:** 905-522-2175  
**School Fax:** 905-522-4801

**Principal:** Mr. D. MacKenzie  
**Grade Levels:** Grade JK - 5  
**Enrolment:** 339  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

### School Profile

Dr. J. Edgar Davey School is located in the inner-city of Hamilton. We are adjacent to the Richard Beasley Community Centre and Park. The school serves over 325 students who represent 18 different language groups with the three largest groups speaking either English, Vietnamese, or Somali as their first language. As of September 1997, 41% of our student population was comprised of E.S.L. students.

The school has one of the highest mobility rates in the system. In the 1996/97 school year our transfer ins and outs represented 127% of our total school population. We serve a neighbourhood that contains many individuals/families on some form of social assistance. Other peripheral concerns that impact on our school context are the concern for personal safety generated by the constant traffic flow around the school, the many unknown transient adults who frequent this neighbourhood and environmental issues that include the quality of air and noise pollution.

Within this challenging school environment are some positive EQAO results for 1996/97. The following factors have contributed:

- a long-term planned school-wide focus on numeracy and literacy. It is an integral component of the school plan.
- all students in grades 1 to 5 take part in a pre-test post-test process to measure language skills and design program.
- a very effective W.T.R. program focussed on primary language skills.
- a very effective E.S.L. program that addresses language needs from grades 1 to 5.
- remedial programs designed by the learning resource teacher after consultation with classroom teachers to address needs.
- a computer/library program with a focus on language acquisition.

Dr. Davey School enjoys a positive partnership with both the members of our School Council and our Home and School Association. Many members of these groups volunteer their time to help support a variety of programs running throughout the school on an on-going basis. In addition to their invaluable support and expertise, we also seek out and encourage the participation of co-op students, mentors, parent volunteers and community resources to enrich and/or expand our programs.

We are a multicultural school that believes all students should have the opportunity to experience success.

Board ID:	212
Board Name:	Hamilton, B of E for the City of
School ID:	212108
School Name:	Dr J Edgar Davey Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
31	Students in Grade 3	I like reading	Girls 62% Boys 62%
39%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	31% 31%
0%	Fully exempt from the assessment	I like writing	69% 31%
13%	Receiving special education (excluding gifted)	I am good at writing	31% 19%
45%	Boys	I like mathematics	69% 62%
35%	Language other than English in the home	I am good at mathematics	38% 56%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	65% 32%	77% 19%	74% 29%
Girls	85% 38%	100% 0%	85% 31%
Boys	56% 31%	69% 38%	75% 31%

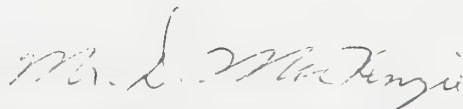
### School Response and Plan for Action

From an initial cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 65%, writing 77%, and mathematics 74%). When we examine the numbers performing at level 3 and above in writing 19% and math 29%, we have some concerns and will need to do further analysis and discuss future program initiatives to address these areas.

The school's OCAE Committee (Ontario Curriculum/Assessment & Evaluation Committee) has already met and reviewed the Canadian Achievement Test results for our students. They will now meet to review the EQAO results with the objective of sharing this data with the entire staff at our next Professional Activity Day. The staff will discuss these results and their meaning for programs and instruction at Dr. Davey School. The plans developed by the primary and junior teams will include specific recommendations to be implemented during the 1998-99 school year. These plans will be reviewed at the end of the 1999 school year as are all the Action Plans created annually by the seven working staff committees.

Parents are encouraged to discuss this report with their child's classroom teacher regarding its implications for classroom practice. The school's Action Plans are open to any parent who wishes to view them. If more information regarding this school report is required, parents are encouraged to contact the school office for further details.

Principal Signature:



Date: January 12, 1998





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Earl Kitchener School**

**School Address:** 300 Dundurn St. S.

**Principal:** Mrs. Diane Rawsthorn

**School Phone:** (905) 528-0223

**Grade Levels:** J.K. – Gr. 5

**School Fax:** n/a

**Enrolment:** 430

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Earl Kitchener is a dynamic place of learning located in the Kirkendall community. A socio-economic profile would show Earl Kitchener to be a quite solidly middle class school with a small but significant lower socio-economic population.

The school which was built in 1915 serves 430 students of whom approximately one half is in French Immersion and the other half in a regular English program. Earl Kitchener has 19.8 teachers including 2.8 part-time teachers responsible for Physical Education, Learning Resource, Core French, Music, Library and Computer Education. The school is led by a principal and vice principal who have responsibility both for Earl Kitchener and a twinned school.

A hallmark of the school is its strong partnership with parents. As one of the founding member schools in 1933 of the Hamilton Home & School Association, Earl Kitchener has benefited from the long-standing support and participation of parents in their children's education. The more recently founded Earl Kitchener School Council adds a further dimension of parental involvement and support at E. K.

Earl Kitchener has always had a strong academic focus. School priorities in the last few years have included student remediation through a busy learning centre, and computer and technological education for both students and staff. As well there has been an emphasis upon health and well being. Peer mediation and social skills programs are well established. Safe Schools Procedures and the School Conduct Code are under continual review.

The students overwhelmingly demonstrate pride in their school and participate energetically and fully in both academic and intra-mural programs.

Earl Kitchener is a school with a proud history and a dynamic present. It is a school that strives to prepare its students academically and socially to meet the future head on.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212109  
 School Name: Earl Kitchener Jr PS

### Demographics \*

77 Students in Grade 3  
 3% ESL/ESD (English as Second Language/English Skills Development)  
 1% Fully exempt from the assessment  
 17% Receiving special education (excluding gifted)  
 45% Boys  
 19% Language other than English in the home

Attitudes \*  
 (percent saying yes)

	Girls	Boys
I like reading	97%	62%
I am good at reading	67%	65%
I like writing	58%	50%
I am good at writing	58%	62%
I like mathematics	67%	62%
I am good at mathematics	52%	58%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	86% 60%	78% 48%	82% 40%
Girls	85% 61%	82% 61%	85% 39%
Boys	88% 60%	82% 42%	82% 42%
Receiving Special Education (excluding gifted)	62% 46%	54% 31%	62% 23%
Not Receiving Special Education (or gifted)	91% 62%	83% 52%	86% 44%

### School Response and Plan for Action

Earl Kitchener's scores on the EQAO testing are above provincial and city averages. This is particularly the case for achievement at the highest levels of level three and four. At Earl Kitchener 86% scored at or above level two in reading, 78% in writing and 82% in mathematics. While these scores are very respectable there is at Earl Kitchener, a continual quest for improvement.

The Earl Kitchener School Plan for 1997-98 places a focus on EQAO. There is to be a review of the results of provincial and standardized tests for Earl Kitchener and of the process, and steps will be taken to promote an understanding among the whole staff of the requirements of the EQAO tests. To this end an action plan, which includes a staff presentation on EQAO, is currently being developed.

Particular note is being made of the writing scores and of students' attitudes towards writing. The school will be examining the use being made of the writing process and the range of writing activities being offered.

In the area of mathematics, a school audit of teaching materials will be conducted, along with an investigation of what innovative and more recently developed materials are available to supplement and enhance the existing program. Instructional practice remains under constant review as best practices are sought.

Earl Kitchener is a dual-track school and of the 77 grade 3 students who participated in the EQAO tests, 42 were in the regular English program and 35 in French Immersion. French Immersion students at E.K. receive no instruction in English throughout Senior Kindergarten and grade one and receive 45 minutes/day, 225 minutes/week instruction in English in grades two and three. The result of this is that French Immersion students have received significantly less English instruction than their peers in the regular English program. The EQAO results, particularly in writing reflect this instructional discrepancy.

The EQAO data sheets do not indicate the percentage of our students who are in French Immersion and the school results have not been interpreted to reflect instructional differences. Earl Kitchener is looking to EQAO to develop an appropriate approach for French Immersion students on the 1998 tests.

Principal Signature: *Diane Rawsthorn*

Date: *Jan. 20/98*





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Eastmount Park Public School

School Address: 155 East 26<sup>th</sup> Street

Principal: Ms. E-B. Reddie

School Phone: 387-0172

Grade Levels: JK - 5

School Fax: 387-5478

Enrolment: 275

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

Eastmount Park Public School is located in the Eastmount Park community. The school was built in 1959 and presently serves 275 students. In the past there have been both Primary and Junior Speech and Language classes, as well as a Junior Specific Learning Disability class, located in our school.. Presently we house one Special Class – Communications- containing both primary and junior students identified as having either speech and language or specific learning disabilities. We also have a Learning Centre which serves as a resource for students identified as exceptional within the regular program, as well as those students whose learning is at risk. There is a firm belief among staff in the value of integration for learning disabled students, and this belief is acted upon in both divisions of the school.. Reverse integration is practised by staff so that the expertise of the teacher of our Communication class can be accessed, via our DART referral process, by any student with communication difficulties within the regular program. At Eastmount Park we have a Resource Team who, as part of their commitment to communicating and meeting student needs, meets each Monday morning at 8:15 to review and plan for student learning. This Resource Team is led by our Learning Resource Teacher (LRT), and is composed of our Educational Assistant who works directly with one exceptional student, our Communications class teacher, our ESL teacher and our principal. All staff are welcome to join these weekly meetings.

School priorities in the last three years have included a focus on Literacy, particularly the reading and writing strands. Our Parent Volunteer Committee's considerable fundraising ventures enabled us to purchase the literature-based program Open Court which supports our learning focus. Other areas addressed have included implementing the Board's Safe School policy by training and using peer mediators, and by implementing the Lion's Quest social skills program. In addition to those directions, our environment has received whole school support as hikes were organized to raise funds for the Bay Area Restoration project, divisional fundraising to support the Hamilton-Wentworth Conservation Authority was completed, and by embarking on the SEEDS program. Staff and community value and support our Music program, which includes both a Primary and a Junior choir. For the past months these choirs have been working toward the presentation of our musical that will be performed in late January.

Eastmount Park enjoys a developing partnership with our new and expanded School Council, with all working hard to achieve our common goals. Many of our parents are regular volunteers in our school, and it has been most pleasing to see these numbers growing steadily in recent years. Parents' input, expertise and support is invaluable at Eastmount Park.

Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212110

School Name: Eastmount Park Jr PS

## Demographics \*

33	Students in Grade 3
0%	ESL/ESD (English as Second Language/English Skills Development)
0%	Fully exempt from the assessment
0%	Receiving special education (excluding gifted)
64%	Boys
6%	Language other than English in the home

## Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	67%	75%
I am good at reading	57%	50%
I like writing	62%	58%
I am good at writing	62%	50%
I like mathematics	38%	83%
I am good at mathematics	71%	67%

## Overall Achievement

(percent of evidence of performance at the level)	Reading	Writing	Mathematics
	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	88% 48%	88% 36%	76% 9%
Girls	90% 52%	90% 48%	71% 10%
Boys	83% 42%	83% 17%	83% 8%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 88%, writing 88% and math 76%). Since our focus has been on literacy, it would appear from the EQAO data that this curriculum focus has resulted in student success. It is important to keep in mind that this is one measure of student progress. The numbers performing at level 3 and above in math (9%) are not meeting our expectations and possible reasons and solutions will need further analysis and discussion.

Overall, we are pleased to have surpassed the Provincial standard in Writing and look forward to raising the school-wide math levels of success as we address the specific needs of our students so they will meet Provincial standards to a greater degree. Our goal is to enable students coming to Grade Three in future years to come to this testing situation with the increased skills and knowledge as expected in the new curriculum, while continuing to expand the number of students exceeding Provincial standards as measured by EQAO. .

The staff plans to meet after school and as part of a Professional Activity day to discuss these results and their meaning for programs and instruction at Eastmount Park School. The plans will be shared and discussed by our School Council with Council members'/parents' suggestions forming part of our planning process during our final term this year. The Action Plans developed by the end of June 1998 will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during the 1999 school year.

Our school's vision and mission statements were developed with community input three years ago, and reflect how we strive to work.

At Eastmount Park we guide learners in the development of skills and knowledge that enables them to become responsible contributors to society. We believe in the importance of involving the school and community in collaborative planning, and will work together to create a safe and culturally respectful environment for our learners.

Parents are encouraged to meet with their child's classroom teacher to discuss this report and its implications for classroom practice and home follow-up as partners with students in their learning. The school's Plan for Action process is open to any parent who wishes to be involved. Please contact the Principal's office for further details.

SB. Reesie

January 20, 1998





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Fairfield Public School**

**School Address:** 1501 Barton St. E.

**Principal:** Mr. Doug Steele

**School Phone:** (905) 544-2932

**Grade Levels:** Grade 3

**School Fax:**

**Enrolment:** 250

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Fairfield Public School is located in the Fairfield Community, which is an East-end Hamilton community. Fairfield School was built in 1915 and had addition added in 1918. In 1965 a new auditorium/gymnasium was constructed. In 1988, Fairfield School underwent a complete renovation to upgrade wiring, classrooms, washrooms, hallways and the school offices.

Fairfield provides a warm, positive learning environment for 256 students. The monthly enrolment figures remain relatively consistent and the student population is stable. Fairfield has a junior Communications, Special Education class and an active Learning Resource Programme that focuses on individual student needs, classroom support, an English As A Second Language component and assistance in the school's computer lab.

The School Plan over the past 3 years has included the following initiatives: Literacy, Parents/Community As Effective Partners, School Council, Safe Schools and Assessment, Evaluation and Reporting.

The school staff and the School Council at Fairfield have developed a positive and supportive partnership. The parents and community are very supportive of the school and School Council programs and initiatives. The parents, community, and members of the school staff who have served on the Council have planned/conducted and supported several activities – Parent Information Nights, Photo Days, Meet-The-Teacher Nights, Garage sales, T-shirt sales and a Christmas bazaar.

The most ambitious and rewarding initiative of the School Council (in partnership with the City of Hamilton) was the fundraising, planning and installation of a new Creative Playground adjacent to Fairfield School.

The Volunteer Programme for this school year has 38+ parents, community members and retired teachers have volunteered to give of their time and talents to help students by assisting teachers in the classrooms, the computer lab and the Library here at Fairfield.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212111  
 School Name: Fairfield Jr PS

### Demographics \*

24 Students in Grade 3  
 17% ESL/ESD (English as Second Language/English Skills Development)  
 0% Fully exempt from the assessment  
 42% Receiving special education (excluding gifted)  
 65% Boys  
 12% Language other than English in the home

Attitudes *		Girls	Boys
(percent saying yes)			
I like reading		67%	100%
I am good at reading		53%	25%
I like writing		93%	88%
I am good at writing		60%	50%
I like mathematics		73%	75%
I am good at mathematics		47%	38%

### Overall Achievement

(percent of evidence of performance at the level)		Reading		Writing		Mathematics	
		Levels 2,3,4		Levels 2,3,4		Levels 2,3,4	
All students		67%	38%	79%	25%	71%	25%
Girls		80%	47%	87%	40%	80%	27%
Boys		50%	25%	75%	0%	62%	25%
Receiving Special Education (excluding gifted)		40%	30%	70%	10%	60%	10%
Not Receiving Special Education (or gifted)		86%	43%	86%	36%	79%	36%

### **School Response and Plan for Action**

An initial, cursory viewing of the Fairfield School data shows that the percentages of students who performed at Level 2 and above in reading, writing and mathematics, were 67%, 79% and 71% respectively.

The Fairfield staff will review/analyze these school results and then develop plans and strategies to add to classroom programmes and instruction.

Literacy and its many skills will continue to be an area of focus. In January 1997 a reading program – Open Court – was introduced to grade one students. This January ('98), the grade two level and the kindergarten components of Open Court will be introduced to grade two and kindergarten students. The purchase of the Open Court Programme represents a major portion of the school's textbook budget.

As a beginning to planning for actions to raise the performance level of our students in reading, writing and mathematics, the school staff will continue to use the strategies/suggested actions for Primary and Junior Program that are contained in the EQAO Provincial Report on Achievement 1996-97, p. 25-27.

The following strategies/activities will be implemented first:

#### **Reading:**

R2. That teachers use a variety of individual and group approaches to teach skills and to extend students' understanding of what they've read (e.g., recognizing main ideas and supporting detail, dramatizing the story, writing to express their understanding).

R3. That teachers frequently use a wide range of reading materials and text forms, in addition to stories (e.g., information articles, poetry, letters, plays).

R9. That teachers work together to develop ways (e.g., scoring scales and models) to describe good work in reading to help all their students become better self-assessors.

R10. That teachers become competent in the use of a range of assessment strategies for evaluating reading performance (e.g., oral reading, miscue analysis, cloze passages, retelling, predicting, inference).

#### **Writing**

W2. That teachers give students detailed feedback, both orally and in writing, about early stages and drafts of their writing and monitor improvements in subsequent efforts.

W3. That teachers give students instruction and practice in correcting and revising both the organization and the conventions of their own writing.

W7. That teachers work together to develop ways (e.g., scoring scales and models) to describe good work in writing to help all their students become better self-assessors.

W8. That teachers use scoring scales (descriptions of achievement levels) and anchor papers (examples of writing at each level) to assess student work and to improve assessment of student work and provide better feedback.

#### **Mathematics**

M2. That teachers distribute time that they spend on mathematics across all five strands so that all of the concepts and procedures are taught.

M4. That teachers regularly integrate activities that involve mathematics across all subject areas in the school.

M.5 That teachers work together to develop ways (e.g., scoring scales and models) to describe good work in mathematics to help all their students become better self-assessors.

The school's action plans will look to use the Computer Technology and Information Skills Programme to raise the students' confidence and performance levels in reading, writing and mathematics.

Principal's Signature: *DW. Steele*

Date: 1998 01 20





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Fernwood Park Public School**

**School Address:** 780 Ninth Avenue, Hamilton  
**School Phone:** 383-3364  
**School Fax:**

**Principal:** Robert Russ  
**Enrolment:** 253  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**Grade Levels:** J.K. – Gr. 5

**School Profile**

Fernwood Park's school community is predominantly residential. The 1991 Census Canada report shows that only 28% of our families moved within a five year period. Lone parent families identified themselves as 9% of our student population. Our school finds our parents to be well informed and actively involved in the educational process. Parents are very supportive and at the same time demand accountability both of the staff and of themselves when it comes to the academic progress of their children.

The size of our Grade 3 population is small and therefore results must be interpreted very cautiously. This said, the E.Q.A.O. results are still useful to us as we identify individual, small and large group learning needs of not just our grade 3 students but just as importantly the educational needs of all our students.

Fernwood Park School enjoys a healthy partnership with our School Council and with the vast majority of our students' parents, with all working hard to achieve our common goals. We have almost 50 actively involved volunteers in this school of only 250 students. This speaks highly of both the tremendous support of our parents but also of the truly invitational nature of our school's staff. We all agree that a healthy and open partnership between home and school forms the foundation of academic success for our students.

In conclusion, Fernwood Park School is a school that is not content to rest on past laurels but is constantly working as a community of learners and leaders to improve student learning. As long as this strong partnership between home and school continues to grow this demand for excellence will be real and achievable.

Board ID: ~	212
Board Name:	Hamilton, B of E for the City of
School ID:	212112
School Name:	Fernwood Park Jr ES

Demographics *		Attitudes *	
		(percent saying yes)	
31	Students in Grade 3	I like reading	Girls 73% Boys 85%
0%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	82% 75%
0%	Fully exempt from the assessment	I like writing	82% 55%
19%	Receiving special education (excluding gifted)	I am good at writing	91% 60%
35%	Boys	I like mathematics	64% 70%
16%	Language other than English in the home	I am good at mathematics	64% 55%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students		87% 45%	77% 42%
Girls		100% 64%	82% 36%
Boys		80% 35%	75% 45%
Receiving Special Education (excluding gifted)		50% 17%	50% 0%
Not Receiving Special Education (or gifted)		96% 52%	84% 52%

### School Response and Plan for Action

From an initial viewing of the school data, staff are reasonably pleased with our Grade 3 E.Q.A.O. results. When looked at from achievement levels 2, 3 and 4 Fernwood Park's students are performing at almost the same level as students across the province and across the Hamilton system and above system and provincial levels when looking at the top levels 3 and 4.

As you read the school results, it is important for us to understand the four levels of performance: level 1 – performance shows knowledge and skills below the grade 3 level, levels 2 and 3 – performance, knowledge and skills at the grade 3 level, level 4 – performance shows knowledge and skills above the grade 3 level.

In reading, 87% of our students performed at levels 2, 3 and 4 compared to 80% for Ontario students and 81% of Hamilton students. Significantly, 81% of our students scored at the highest levels (3 and 4) as compared to 50% of the students in Ontario and Hamilton.

In writing, 87% of our students performed at levels 2, 3 and 4 as compared to 82% for Ontario and 81% of Hamilton students. Again, when looking at level 3 and 4 achievement levels, 45% of our students scored here as compared to 39% of Ontario students and 35% of Hamilton students.

In mathematics, 77% of our students performed at level 2 or above as compared to 75% of Ontario students and 75% of Hamilton students. Again significantly, 42% of our students performed at levels 3 and 4 as compared to 33% of Ontario students and 32% of Hamilton students.

Fernwood Park staff will be looking at these results and some of the other data (ie. attitudes, gender results and some of the more detailed, specific information that is impossible to report here). For example, 52% of our students scored at level 2 when assessing their ability in understanding required geometry concepts and their knowledge of spatial relationships. We would have expected better scores in this area. Is this the result of poor testing criteria, our teaching methods in this area, or board curriculum expectations at the time of testing? We need to analyze the data to find out. This information will be looked at by our Literacy/Numeracy Team that is examining our students' achievement in these areas. Once the data from all sources (E.Q.A.O., CAT2, teacher assessments, etc.) have been analyzed and priorities set, Action Plans will be developed to address concerns and make sure that we put in place programming strategies to ensure continued growth of excellence in these areas.

Principal Signature:



Date:

Jan. 21, 1998





## SCHOOL REPORT GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Franklin Road Public School

School Address: 50 Franklin Road  
Hamilton, Ontario, L8V 2A4  
School Phone: (905) 388-4731  
School Fax: (905) 388-3213

Principal: John C. Leck  
Grade Levels: JK - Gd. 5  
Enrolment: 368 students  
Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

Franklin Road Public School is home to over 400 people who live and work here on a daily basis. Innovative teaching techniques, a cohesive team, a deep sense of caring and compassion, and strong leadership at all levels supports a positive learning environment.

The School Plan over the last year has included an emphasis on Literacy, with the development of a comprehensive plan to enhance specific computer skills and to integrate the computer into all aspects of the Franklin Road program. Moreover, in an attempt to improve language skills, two brand new reading series were introduced at both the Primary and Junior levels.

Citizenship has also been an important initiative, concentrating on a refinement of the school discipline policy, further work on specific social skills, and the enhancement of a peer mediation program (known as GST) which is second to none. Tangible community support from Chedoke Child and Family Centre has allowed us to become even more effective in supporting students in their quest to resolve conflict in a peaceful and effective fashion.

A focus on maximizing the use of various resources in the school which support children and their learning has also been undertaken. The Library Resource, the Learning Centre, and the special education components of the school (English as a Second Language / Dialect Program, Primary Speech and Language Program, Primary Behaviour Exceptionalities Program) have all been interwoven into a comprehensive plan to support the needs of the entire student body.

Care has also been taken to develop an awareness of others – their values, their beliefs, their needs. Not only is this addressed in the social skills component of the curriculum, but also in initiatives on a larger scale. One example of this is the fact that the staff, students and community supported "Operation Christmas Child", an initiative which saw well over 100 shoe boxes filled with items which could be used by children in parts of Asia and Central and South America. A representative from each Junior Division class then helped to take the shoe boxes – all filled and beautifully wrapped – to a central distribution centre in Kitchener. These same students were also involved in the final checking, sorting and classifying of the shoe boxes prior to their being transported by aircraft to their final destination. A second example can be seen in a cross-curricular, cross-graded Olympic theme which includes a focus on the values embodied in the Olympic ideals, taking advantage, of course, of the XVIIIth Olympic Winter Games in Nagano, Japan.

We are extremely proud of our children and the many positive contributions they make to enhance both their own lives, and the lives of others.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212113  
 School Name: Franklin Jr PS

Demographics *	
53	Students in Grade 3
0%	ESL/ESD (English as Second Language/English Skills Development)
0%	Fully exempt from the assessment
8%	Receiving special education (excluding gifted)
32%	Boys
23%	Language other than English in the home

Attitudes *		Girls	Boys
(percent saying yes)			
I like reading		71%	64%
I am good at reading		59%	64%
I like writing		71%	56%
I am good at writing		47%	50%
I like mathematics		53%	75%
I am good at mathematics		35%	58%

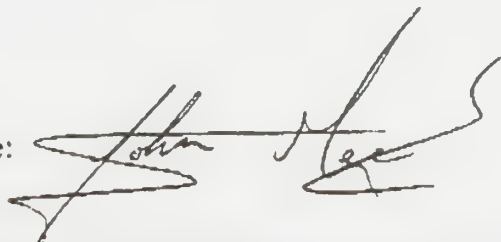
Overall Achievement		Reading	Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students		81%	85%	75%
Girls		88%	82%	76%
Boys		78%	86%	75%
		51%	26%	25%
		71%	29%	35%
		42%	25%	19%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 81%, writing 85% and mathematics 78%). However, the numbers performing at level 3 and above in writing (27%) and mathematics (21%) are of concern, and possible reasons and solutions will need further analysis and discussion. In such deliberations, one must not lose sight of the fact that 51% of the children involved in the provincial assessment performed at level 3 and above in reading. During the last two years, there has been a focus on reading and the various skills associated with this area of the curriculum. It would appear that the success of the strategies employed is reflected in this encouraging result.

During the remainder of the year, the school staff plan to meet to discuss these results and their meaning for programs and instruction at Franklin Road School. A review of the current School Plan is also to take place, and the resulting Action Plans for the 1998 - 99 school year will be shared, discussed and approved by the Franklin Road School Council.

Principal Signature:



Date: 98-01-21





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### G. L. Armstrong Public School

School Address: 460 Concession Street

School Phone: (905) 385-5337

School Fax: 385-8996

Principal: C. Lebi

Grade Levels: JK – 8

Enrolment: 686

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### **School Profile**

George L. Armstrong is a large (686 students) JK – 8 school located between Upper Wentworth and Upper Wellington on Concession Street. This relatively stable (< 10% turnover rate) community is mainly comprised of families whose first language is English, although there is an increasing number of E. S. L. students. Our Learning Centre provides programming both in classrooms and in the Learning Centre itself for students in a Deaf/Hard of Hearing class and a large number of students with Specific Learning Disabilities. Our Middle School receives students from 4 feeder schools: Linden Park, Eastmount Park, Queensdale and Peace Memorial. The school has a very active Parents and Educators Together Committee whose efforts range from fundraising to parent education.

School priorities in the past few years have included a focus on the implementation of: the Common Curriculum and The Ontario Curriculum; Assessment, Evaluation and Reporting; Computers and Safe Schools initiatives such as environmental issues, a K-8 social skills program and Peer mediation. The staff and community value and support a variety of co-curricular and extra-curricular activities including a Comprehensive School Health Pilot project in conjunction with the Public Health Department, an extensive house league program, school teams, students councils, both Junior and Middle School, band and choir.

G. L. Armstrong enjoys a healthy partnership with the School Council, both working to benefit student learning. Parents serve on many committees and assist at many functions, where their input, expertise and support is valued.

### **DEMOGRAPHICS**

33 students in gr. 3

0% ESL/D (English as Second Language)

0% Fully exempt from the assessment

9% Receiving special education (excluding gifted)

45% Boys

9% Language other than English at home

### **ATTITUDES**

percent saying yes

I like reading

I'm good at reading

I like writing

I'm good at writing

I like mathematics

I'm good at math.

girls

80%

53%

87%

47%

60%

53%

boys

83%

61%

67%

50%

72%

61%

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212114  
 School Name: George L Armstrong PS

Demographics *		Attitudes *	
		(percent saying yes)	
33	Students in Grade 3	I like reading	Girls 80% Boys 83%
0%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	53% 61%
0%	Fully exempt from the assessment	I like writing	87% 67%
9%	Receiving special education (excluding gifted)	I am good at writing	47% 50%
45%	Boys	I like mathematics	60% 72%
9%	Language other than English in the home	I am good at mathematics	53% 61%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	64%	70%	58%
Girls	73%	73%	73%
Boys	56%	67%	44%

### School Response and Plan for Action

At an initial glance it is interesting to note that students in grade 3 at G. L. Armstrong enjoy learning. Both boys and girls enjoy reading. More girls than boys like writing and more boys than girls like mathematics. A lower percentage of students, however feel that they are good at these subjects. While the majority of students performed at the levels 2, 3, & 4, the percentage achieving at the top two levels is lower.

Overall Achievement (percent of evidence of performance at the level)	Reading Levels 2,3,4   Levels 3,4		Writing Levels 2,3,4   Levels 3,4		Mathematics Levels 2,3,4   Levels 3,4	
All students	64%	33%	70%	21%	58%	21%
Girls	73%	33%	73%	27%	73%	20%
Boys	56%	33%	67%	17%	44%	22%

The primary/junior teachers as a team have discussed these results and their meaning for programming and instructional strategies. The plans will be shared with our School Council, along with the action plan, which will include specific recommendations to be implemented during the 1998-1999 school year, with a review of progress during June 1999. Some specifics in the plan of action will be dependent on strong parental involvement and support.

It is important to note that there is a high percentage of students producing "no data" statistics. "No data" means either the students didn't stick the identification bar codes on their booklet or the student did not provide enough information to mark. In the case of the G. L. Armstrong students, several did not provide enough information in one or more sections of the assessment to permit valid marking. In discussing the implications of this information, the Primary/Junior teachers decided that an emphasis on whole class lesson follow-up and learning activities that must be completed independently would be stressed by all teachers in the P/J division. This will build confidence in students to complete work independently as this was necessary during the assessment. Support from parents to ask students to complete home tasks independently will also have a bearing in creating successful independent workers. In addition, the teachers feel that next year, with the assessment coming later in the year, May, rather than March, the students will have a chance to finish most of the year's curriculum on which they are to be tested. This being the second time through this type of assessment, the exam being 5 days long, half the length of last year's exam, the format being simplified will all be factors that will contribute to increased success for students. It must be remembered that this is an assessment of learning from birth through grade 3 and that as such reflects home learning for as long a period of time as school learning.

The process and resources for G. L. Armstrong's Plan of action are as follows:

#### PROCESS

Share information with: LRT, classroom teachers, parents and School Council  
 Review current curriculum/teaching materials/ methodologies with teachers  
 Teach using the specific language of the test  
 Brainstorm & implement strategies/teaching materials to address areas of concern  
 Focus on creating problem solvers, risk takers and independent workers  
 Review using 1998 - 1999 results

#### RESOURCES

Grade 3 Assessment results  
 Ontario Curriculum  
 Hamilton Learning Outcomes Documents - Mathematics/ Language  
 Growing into Language/Celebrating Language  
 Balanced Math Seasonal Organizer  
 Calculators/Review sheets/ Manipulatives/  
 Problem solving resources  
 LRT/Literacy/Numeracy Project Team Leaders/ consultants/C.Kidd  
 Parent Information nights  
 Home

Principal Signature:

*C. Lebi*

Date:

*Jan 8/98*





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

George R. Allan      Public School

School Address: 900 King Street W., Hamilton, ON

L8S 1K6

School Phone: 522-0601

School Fax: NA

Principal: Mr. D. Baker

Grade Levels: JK-5

Enrolment: 450

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

George R. Allan School is located in the Westdale Community of Hamilton. The school was built in 1928 with additions added in 1934, 1961 and 1989. It is a JK-Grade 5 Junior Elementary School of approximately 450 students. The school is dual-track offering programs in both French Immersion and English. The George R. Allan community is a very stable community with many close links to McMaster University. Student transfer rate is approximately 8 % with about 50-70 students transferring in and out during the school year. The student body has a very small ESL component (approximately 8%) and of these students most have parents associated with the university who are studying in Canada for one or two years. 80% of the parent population has a post-secondary school education. Only 13.6 % of the school population have a family income of less than \$20 000.

The school is situated beside Churchill Community Park and the Hendrie Trails of the Royal Botanical Gardens and shares space with one of the Hamilton Board of Education Outdoor Education Sites. A YWCA First Base Before & After School Daycare Centre is located in the school.

The staff and community value and support a variety of extra-curricular activities including choir, lunchtime clubs and sports.

There are over 100 school volunteers consisting of parents, McMaster University students and Westdale Secondary Co-op students who offer a great deal of knowledge and expertise to our school programs, remediation and enrichment activities.

School priorities during the last few years have included a focus on literacy with emphasis on the writing process, a focus on mathematics (Family Math nights) and a focus on science through our connections with McMaster University. Social Skills programs have also been a priority with emphasis placed on peer mediation and listening skills.

George R. Allan School enjoys a very positive relationship with an active Home & School Association and School Council. Parents serve on committees and assist at many functions where their input, knowledge and support is invaluable.

George R. Allan's goal is to create a supportive environment through which all learners (students, staff, parents and community) will be provided with opportunities to gain and apply a broad base of knowledge, build positive self-images, realize their highest potential and develop a life-long love for learning in order to become caring and contributing members of society. Working collaboratively with staff, students, parents and community – George R. Allan's programs reflect student-centred, activity based learning to enable continuous progress of all learners' social, emotional, physical and intellectual stages of development. Children and adults learn in a caring atmosphere of open communication and sharing. Risk taking, goal setting, team building and problem solving are encouraged.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212115  
 School Name: George R Allan Jr PS

Demographics *		Attitudes *	
63%	Students in Grade 3	(percent saying yes)	Girls
8%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	Boys
0%	Fully exempt from the assessment	I am good at reading	47%
35%	Receiving special education (excluding gifted)	I like writing	44%
45%	Boys	I am good at writing	47%
19%	Language other than English in the home	I like mathematics	32%
		I am good at mathematics	79%
			44%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4	Levels 2,3,4
All students	90%	97%	86%
Girls	86%	93%	82%
Boys	94%	100%	88%
Receiving Special Education (excluding gifted)	77%	91%	77%
Not Receiving Special Education (or gifted)	98%	100%	90%

## School Response and Plan for Action

At George R. Allan School the following percentages of students were performing at Levels 2 and Above: Reading 90 %, Writing 97 % and Mathematics 87 %.

For the City of Hamilton as a whole, the percentages of students performing at Levels 2 and above were: Reading 81 %, Writing 81 % and Mathematics 75 %.

For the Province of Ontario the percentages of students performing at Levels 2 and above were: Reading 80 %, Writing 82 % and Mathematics 76 %.

79 % of our girls and 61 % of our boys stated that they liked reading.

60 % of our girls and 57 % of our boys stated that they were good at reading.

76 % of our girls and 57 % of our boys stated that they liked writing.

56 % of our girls and 48 % of our boys stated that they were good at writing.

64 % of our girls and 64 % of our boys stated that they liked mathematics.

49 % of our girls and 57 % of our boys stated that they were good at mathematics.

Strong parental support was evidenced in such data as 90 % of the parents who responded (94 % of all Grade 3 parents) enjoy reading and 80 % read for pleasure at home every day. 32 % of our parents read technical [professional] books at home every day. 41 % of our parents read to their children every day. 29 % read to their children a few times a week. 17 % read to their child a few times a month. 51 % of our parents encourage their children to read materials that are not part of his or her work for school. 54 % of parents enjoy writing a lot and 42 % of parents enjoy doing mathematics and solving math problems a lot. There is a lot of parent/school involvement with 80 % of parents reporting that they attend parent-teacher conferences. 98 % read school newsletters and 100 % review their child's report card. 78 % of parents report that they are satisfied with how information is communicated to them about their child's performance in reading. 76 % in writing and 74 % in mathematics. 22 % of parents report that they are actively involved with their child's school and 29 % feel somewhat involved. 83 % of parents reported that a computer was available at home to use for school work. 83 % had a calculator available at home to use for school work. 100 % of homes had writing materials available at home for children to use.

The number of students at George R. Allan performing at Level 3 and above in Reading (68%), Writing (65 %) and Mathematics (56%) were of significance to staff and will form the basis of our school focus on improvement. The students scoring at Level 1 in all three areas have been identified and appropriate programming will be addressed through Individual Pupil Plans and the DART and Annual Review Process. The school staff will meet at our January full staff meeting to discuss these results and their meaning for programs and instruction at George R. Allan School. Through divisional meetings staff will work together to develop ways (ie. scoring scales, models and anchor papers) to describe good work in reading and writing to help all students become better self-assessors, to assist parents in understanding criteria for evaluation and to improve assessment of student work and provide better feedback. An action plan will be developed that addresses the use of a variety of individual and group approaches to teach skills and further extend students' understanding of what they've read, and in correcting and revising organization and conventions of their own writing. A specific action plan will be developed to address concerns identified in the mathematics curriculum and instructional methods. Through divisional meetings staff will distribute time that they spend on mathematics across all five strands so that all of the concepts and procedures are taught and that problem solving becomes a school wide focus.

Action plans will be developed during Term 2 and shared, discussed and approved with the School Council. Specific recommendations will be implemented during the 1997/98 school year with a review of progress during June of 1998.

*D.B.L.* PRINCIPAL

1998 01 14







**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Gibson Public School**

**School Address:** 601 Barton Street East  
Hamilton L8L 2Z8

**School Phone:** 544-0542  
**School Fax:**

**Principal:** Mr. E. Grodecki  
**Grade Levels:** JK – Gr. 5  
**Enrolment:** 258  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

The Gibson Community is a long established neighborhood located in the midst of a busy industrial and commercial area of the city. The community is extremely diverse in its ethnic and cultural mix. There are very few long term stable residents and many are mobile as transience in the area is clearly on the rise.

There is a large number of single parent and reconstituted families as well as notable, increased economic hardship through unemployment. These economic realities minimize the time many parents can spend with their children. Thus, many children enter school with little exposure to printed material, knowledge of the alphabet or experience with written language.

There are concerns about sporadic attendance especially in the lower grades. School resources are stretched for a somewhat needy population with over 20% E.S.L., most of whom, do not speak English at home. Gibson's student population has a very high percentage of slow learners and the school has identified 35 students with Speech and Language concerns that require regular intervention.

There are many contacts with outside agencies such as C.A.S. for dysfunctional families and tracking lists are extensive. At any given time we have a minimum of four children with various concerns placed in foster care.

At Gibson School we have a very unique culture. The School Council and School Staff work hard together to achieve improvement in student education and to provide opportunities for growth.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212116  
 School Name: Gibson PS

Demographics *		Attitudes *	
		(percent saying yes)	
45%	Students in Grade 3	I like reading	Girls 65% Boys 68%
13%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	39% 36%
2%	Fully exempt from the assessment	I like writing	74% 77%
16%	Receiving special education (excluding gifted)	I am good at writing	57% 32%
51%	Boys	I like mathematics	48% 82%
20%	Language other than English in the home	I am good at mathematics	43% 50%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	71% 18%	56% 2%	67% 11%
Girls	74% 22%	65% 4%	74% 9%
Boys	68% 14%	45% 0%	59% 14%
Receiving Special Education (excluding gifted)	29% 0%	14% 0%	14% 0%
Not Receiving Special Education (or gifted)	79% 21%	63% 3%	76% 13%

### School Response and Plan for Action

Upon analysis and discussion of the school data the teaching staff at Gibson is not surprised yet, still concerned with the numbers of students performing at levels 3 and above in (reading 18%, writing 2% and math 11%). We are, however, very aware and pleased at the number of students working at levels 2 and above (reading 71%, writing 56% and math 67%). These results reaffirm for us that there are large numbers of students only slightly below grade level despite the difficulties they have to overcome.

Over the past few years the focus of our School Plan has been reading and writing and significant improvements have been noted.

The school staff continues to evaluate and review the Action Plan for reading and writing. We meet as division teams every two weeks to discuss teaching strategies as well as assessment techniques. We will again develop an action plan to reinforce the above areas for 1998-99.

Principal Signature:



Date:







**SCHOOL REPORT  
GRADE 3 ASSESSMENT  
OF  
READING, WRITING AND MATHEMATICS**

**GLEN ECHO SCHOOL**

**ADDRESS:** 140 Glen Echo Drive  
Hamilton, Ontario L8K 4J1  
**TELEPHONE:** (905) 560-6630  
**FAX:** (905) 560-0798

**PRINCIPAL:** Mr. B. Snell  
**Grade Levels:** JK -5  
**Enrolment:** 256 students

Glen Echo School is a junior-kindergarten to grade 5 elementary school. The school is located in a neighbourhood of East Hamilton where families tend to stay. Our families represent many ethnic backgrounds. Approximately thirty percent of our students receive English as A Second Language support.

Glen Echo is a dual track school with a French Immersion Programme. Close to forty percent of our student population are in French Immersion classes. The conditions of this assessment allowed for our French Immersion students to be excluded from all testing. However, we purposely chose to include our French Immersion students in this assessment.

The Board of Education houses its special education Assessment Class at Glen Echo. Glen Echo is a school which boasts 256 terrific students, an experienced professional staff, dedicated volunteers and supportive parents anchored by an active Home & School Association.

Overall Grade 3 results at Glen Echo appear to be similar or better than the Hamilton average. Of those students not receiving Special Education, ninety-six percent of student's performance reflected knowledge and skills at or above grade level (level 2 and above) in Reading, ninety-six percent in Writing, and eighty-four percent in Mathematics. We will be reviewing the data to determine areas where we can improve performances in the top two levels.

Any small sample such as ours must be interpreted cautiously. The critical component of this testing continues to be the individual student's results and our response to meet the needs of each student. We will review the individual assessments, keeping in mind the French Immersion and English as A Second Language factors.

The teachers responsible for Grade 3 will meet regularly to respond to a school action plan as a result of this data. The full staff will continue to meet during Professional Activity Days to generate action plans and respond to specific School Council recommendations to be implemented during the 1998-99 school year. Review of progress will be conducted during the spring of 1999.

Board ID:	212
Board Name:	Hamilton, B of E for the City of
School ID:	212117
School Name:	Glen Echo Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
36	Students in Grade 3	I like reading	Girls 95% Boys 81%
33%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	60% 69%
0%	Fully exempt from the assessment	I like writing	90% 62%
31%	Receiving special education (excluding gifted)	I am good at writing	55% 69%
56%	Boys	I like mathematics	70% 75%
31%	Language other than English in the home	I am good at mathematics	45% 81%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	83% 47%	83% 28%	78% 22%
Girls	85% 65%	90% 35%	75% 25%
Boys	81% 25%	75% 19%	81% 19%
Receiving Special Education (excluding gifted)	55% 45%	55% 27%	64% 0%
Not Receiving Special Education (or gifted)	96% 48%	96% 28%	84% 32%

## **GLEN ECHO SCHOOL RESPONSE AND PLAN FOR ACTION**

Our primary curriculum team will meet a minimum of three times before June, 1998. All staff will meet on Professional Activity Days in February and June to discuss these results and their meaning for programme and instruction at Glen Echo. We will build upon the expertise of M. DiFrancesco and his direct experience with EQAO last year. Teachers using the Program Planners will monitor our performance against the expectations of the Ontario Curriculum. We recognize the need to prepare our students for assessment times. Many students are confused by the standardized instructions and format that does not allow for questions or clarification.

Assessment areas where a significant number of students were at level two or lower will be identified and we will explore the practice time, curriculum resources and remediation strategies in each specific skill area.

Staff will review last year's Education Week initiative to build upon the development of writing samples for each level in each grade. Staff will discuss periodic application of all skills in each strand of mathematics.

We recognize the need for early Resource Staff interventions in the primary division and the value of small group instructions.

Other staff initiated plans include the continued use of the "Interactions-Mathematics Series" in all French and English grades; the expansion of the "Open Court Reading Series" in the primary division; and attention to our Social Skills programme.

These and future initiatives will be shared and discussed with our School Council. Parents, as always, are encouraged to meet with their child's classroom teacher, our resource teachers, or the principal to discuss this report, and its implications for classroom practice.

## **GLEN ECHO SCHOOL DEMOGRAPHICS AND ATTITUDES**

Data collected from the Student and Home Questionnaires should be tracked over time to determine patterns and necessary responses.

Among the areas of note from current data include the differences in both the achievement results and the attitudes between boys and girls. The cohort factor may influence these comparisons in any one sample. Over eighty percent of parents are comfortable with the level of communication between home and school in all areas. Forty percent of parents claim no significant involvement with school.

The specific Glen Echo School assessment results in each area and the results from Student and Home Questionnaires are attached.





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Gordon Price Public School

School Address: 11 Guildwood Drive

School Phone: 905-574-6336

School Fax:

Principal: Mrs. B. Jepson

Grade Levels: JK-5

Enrolment: 340

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

Gordon Price School is located in the Gordon Price community. The attractive, spacious, newly built six year old school serves approximately 340 Junior Kindergarten to Grade 5 students.

Twenty-five percent of the student population receives Special Education Resource services in the Language area which operate from the Learning Centre on a withdrawal model. In addition, four percent of our students receive ESL support using a resource-based model. The predominant languages spoken by these families are Arabic, Urdu and Cantonese. The school shares space with a day care centre and is surrounded by a neighbouring park and adjacent elementary Catholic school. Community groups use the gymnasium after hours and in the evenings. The school encourages active participation of the parents in their children's education. Currently there are two parent groups who support the school—The Parents' Support Group and The School Council. Gordon Price School enjoys a healthy partnership with these parent groups, with all working hard to achieve common goals. Parents also serve on committees with staff and together this past fall (1997), have developed new safe school procedures and fundraising guidelines which have been endorsed by The School Council.

School priorities in The School Planning Process have, in the past few years, included an emphasis on the Common Curriculum, Portfolio Assessment, The Learning Centre, Technology, Safe Schools with Parents and Community as effective partners. There is also a Book Bag program (grades 1-3) and a Word Bird program (grade 1) to support reading literacy. The parents and staff strongly support extra-curricular activities, fundraising events, assembly programs, safe school policies, school planning teams and the environmental aspect—Green School Status (Jade, Emerald, Earth).

We are a community of life long learners and we continue to foster positive relationships as we work together for students' success and achievement.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212118  
 School Name: Gordon Price E S

### Demographics \*

51 Students in Grade 3  
 4% ESL/ESD (English as Second Language/English Skills Development)  
 2% Fully exempt from the assessment  
 25% Receiving special education (excluding gifted)  
 54% Boys  
 12% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	85%	73%
I am good at reading	77%	55%
I like writing	88%	50%
I am good at writing	65%	32%
I like mathematics	62%	64%
I am good at mathematics	73%	55%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	80% 49%	90% 57%	78% 35%
Girls	88% 54%	96% 73%	88% 42%
Boys	73% 45%	86% 41%	68% 27%
Receiving Special Education (excluding gifted)	54% 15%	92% 31%	77% 8%
Not Receiving Special Education (or gifted)	89% 61%	89% 66%	79% 45%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 80%, writing 90%, and math 78%). The scores at level 3 and above in reading (49%) and math (35%) are lower and therefore possible reasons and solutions will be discussed and analyzed. Our writing scores are significantly higher than the provincial and city scores in levels 2 and above (90%) and levels 3 and 4 (57%). This success and achievement can be attributed to the integration of writing skills into all areas of the curriculum, a strong emphasis on the writing process from grade one through grade five, the utilization of varied writing forms and resources. There also has been a school-wide focus on word processing using technology and the students have had access to the Learning Centre and the Information Centre. Of interest is the significantly better performance of girls over boys in all areas.

We will examine our reading program in the primary division and look at ways in which parents and staff can assist our students in improving in the reading scores. We will need to examine the results in detail for specific areas of strength and weakness, review our current reading programs/resources and explore new resources. We will explore new ways to emphasize reading both at school and at home and seek more parental support to help with their children's reading at home. We will continue the implementation of our Book Bag and Word Bird programs.

In the area of mathematics, we have already begun a plan to purchase new math textbooks across both the primary and junior divisions. The acquisition of these resources will be completed in the late winter of 1998. A plan for implementation and in-service will be forthcoming. Primary teachers have begun to implement the Interactions series already. We will endeavour to examine ways in which more complex problem-solving can be emphasized both in the classroom and at home and again ask parents for their support in their child's learning. We would also like to determine as a staff, ways in which mathematics improvement could take on a school-wide focus after reviewing the test data in detail.

We will begin the planning process as a staff in the late winter and early spring of 1998. We will incorporate our planning into The School Plan for the 1998-1999 school year.

Principal Signature:

*Barbara Jepson*

Date:

*January 20/98*





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Helen Detwiler Public School

School Address: 320 Brigade Drive  
Hamilton, ON L9B 2E3

School Phone: (905) 574-2662

School Fax: (905) 574-7759

Principal: Mr. D. Gallagher

Grade Levels: JK - 5

Enrolment: 577 students

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

Helen Detwiler School is located in a relatively new community in the upper city. The area has moderate mobility and continuous construction. The average education levels in the area match the rest of Hamilton, as do the average income levels. However, there is a wide diversity in income, housing and education. Seventy to eighty per cent of the families have 2 parents in the workforce.

The school has experienced rapid growth since opening in September 1991. Growth is spread across all grades, and particularly heavy in JK, SK and Gr. 1. The school serves over 575 students and has relatively high ESL statistics. Special Education Programs, including the Learning Centre and a full-time primary Multiple Exceptionality Class emphasize individualized programming and integration.

The school shares space with a full time day care centre that offers a before and after hours program for school-age students. Many community groups use the gymnasium after hours and in the evenings.

School priorities in the last few years have included a child-centred philosophy which puts children first, social skills (the implementation of The Safe Schools Policy), and teaming. The staff and community value and support a variety of co-curricular and extra-curricular activities including comprehensive lunch time sports programs, choirs and parent-initiated social events (International Nights, Helen's Hoe Down, Carol sings).

Helen Detwiler School enjoys a healthy partnership with the School Council, with all working hard to achieve our common goals of improving the school experience for students. Parents also serve on committees and assist at many functions where their input, expertise and support is invaluable.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs.

Our students are given the opportunity to experience a variety of activities to support them in their school life.

Board ID:	212	Hamilton, B of E for the City of			
Board Name:					
School ID:	212119				
School Name:	Helen Detwiler Jr E				
Demographics *		Attitudes *			
91	Students in Grade 3	(percent saying yes)	Girls	Boys	
12%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	69%	54%	
0%	Fully exempt from the assessment	I am good at reading	65%	46%	
19%	Receiving special education (excluding gifted)	I like writing	79%	54%	
57%	Boys	I am good at writing	56%	49%	
18%	Language other than English in the home	I like mathematics	71%	69%	
		I am good at mathematics	67%	67%	
Overall Achievement		Writing	Mathematics		
(percent of evidence of performance at the level)		Levels 2,3,4	Levels 3,4	Levels 2,3,4	Levels 3,4
	All students	92%	64%	85%	42%
	Girls	98%	73%	87%	44%
	Boys	85%	51%	82%	38%
	Receiving Special Education (excluding gifted)	65%	24%	65%	29%
	Not Receiving Special Education (or gifted)	99%	73%	89%	45%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 87%, writing 92% and math 85%). The numbers performing at level 3 and above in math (42%) is an area which will need further analysis and discussion, and where we would like to focus. Of interest is the significantly better performance of girls over boys in reading and writing.

The school staff will meet as grade teams and at staff meetings to discuss these results and their meaning for programs and instruction at Helen Detwiler School. The plans will be shared and discussed by our School Council. The Action Plans developed by the end of January, 1998 will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during June 1999.

Parents are encouraged to meet with their child's classroom teacher to discuss this Report and its implications for classroom practice. The school's Plan for Action process is open to any parent for discussion. Please contact the Principal's office for further details.

Principal Signature:



Date:

Jan 21 / 98





# HESS STREET SCHOOL

## SCHOOL REPORT GRADE 3 ASSESSMENT of READING, WRITING, and MATHEMATICS

### Hess Street Junior Public School

SCHOOL ADDRESS : 107 Hess Street North,  
Hamilton, Ont. L8R 2T1  
SCHOOL PHONE : (905)-527-1439  
SCHOOL FAX : (905)-527-8659

PRINCIPAL : Mr. D. Maddocks VICE-PRINCIPAL : Mrs. J Shipton  
Grade Levels : JK-6  
Enrolment : 367  
Hamilton-Wentworth D.S.B. Information : 527-5092, Ext. 2631

### School Profile

Hess Street School is located in the downtown core of Hamilton. It was built in 1975 to replace a building that dated back to the 1850's. The school is an open-concept school with a present population of 367 students from Junior Kindergarten to Grade 6. The school is also designated as a "Compensatory Education" school in order to provide additional resources for our students who often come from socially or financially disenfranchised homes. Many of our non-ESL (English as a Second Language) students receive extra support through our Learning Resource Teacher or our Learning Centre Teacher.

The school has a high (approx. 85%) ESL component. The primary origins of our clientele are Vietnam, Cambodia, China, and Central/South America (Spanish), however, recently, we have been receiving an increasing number of registrations from other parts of the world. (e.g. Eastern Europe and Africa- most of the latter have not received any schooling) We also have a large number of ESL students who, although born in Canada, are not exposed to English in the home (approximately 75%), which increases the difficulties students have in school acquiring and reinforcing English language skills.

A significant factor for the school population is the turn-over rate of 90%. (# of students in + # of students out x 100 / school population) This makes continuity of curriculum difficult to maintain.

As would be expected, a major component of our school plan for the last few years has been in the language area. We have zeroed in on such topics as spelling, phonics, sight vocabulary, grammar, and sentence structure. However, we have also focussed on technology as these are the skills our students will need to enter the workforce in the 21st century. To enhance the social skills of our students, we have initiated after-school programs, (Boys and Girls Club, International Languages, etc.), year-round programming, social skills support groups, as well as a math and language tutoring program utilizing volunteers from our local high schools,

We are working on a variety of community outreach initiatives to reach all sectors of our diverse community. These have included Moms' Group (a weekly discussion/in-service forum), Adult ESL, close liaison with the downtown YMCA (Swimming, Leadership in Training programs, etc.) our School Council, and various celebrations (including Têt - Vietnamese New Year, etc.). Parents have also been involved in various school committees including the school plan and discipline code.

We believe in equal educational opportunities for all and that our varied multicultural school society brings a richness to our school that is to be nurtured and cherished.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212120  
 School Name: Hess Street Jr PS

### Demographics \*

46 Students in Grade 3  
 85% ESL/ESD (English as Second Language/English Skills Development)  
 4% Fully exempt from the assessment  
 15% Receiving special education (excluding gifted)  
 48% Boys  
 74% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	76%	57%
I am good at reading	29%	26%
I like writing	67%	35%
I am good at writing	29%	17%
I like mathematics	52%	48%
I am good at mathematics	19%	26%

### Overall Achievement

(percent of evidence of performance at the level) Levels 2,3,4 Levels 3,4

	Reading	Writing	Mathematics
All students	72% 17%	78% 28%	67% 26%
Girls	76% 19%	86% 43%	76% 29%
Boys	74% 17%	78% 17%	65% 26%
Receiving Special Education (excluding gifted)	43% 0%	43% 14%	29% 0%
Not Receiving Special Education (or gifted)	77% 21%	85% 31%	74% 31%



# HESS STREET SCHOOL

## School Response and Plan of Action

Looking at the overall results for students at Hess Street School :-

- ❖ 72% of our students scored at or above Level 2 in Reading
- ❖ 78% of our students scored at or above Level 2 in Writing
- ❖ 67% of our students scored at or above Level 2 in Mathematics

The staff was reasonably satisfied with the results especially when one takes into account the high ESL and Compensatory Education components in the school population. However, the numbers achieving at Levels 3 and 4 are significantly lower :

- ❖ 17% - Reading
- ❖ 28% - Writing
- ❖ 26% - Mathematics

Also of significance were the results of the attitude survey, completed at the same time as the testing. For both boys and girls there was a vast discrepancy between students who liked Reading, Writing, and Math and those who thought they were good at those areas. (e.g. girls - I like reading - 76% - I am good at reading - 29% — boys - like reading 57% - good at reading - 26%)

As a staff and community, we believe it is critical with both ESL and Comp. Ed. students that the focus of the school should not only address academic issues but also social concerns. To this end our School Plan for 1997-98 reflects the following components : Communication, Documents, Language (Reading, Spelling, Listening), Multiculturalism, Reporting and Social Skills. We believe that by addressing the areas of reading, spelling and listening through JK-Grade 6, we will begin to address the language and math results obtained in the EQAO testing. All parents have received information about the School Plan, and the School Council was involved in the planning and editing of the plan.

As well as the above, the following should also be considered :

- ⇒ a review of reading instruction be undertaken by staff
- ⇒ on-going in-service for teachers. (e.g. the new approach to a language-based math program)
- ⇒ continuation of support for ESL and Comp. Ed. students is critical
- ⇒ students should continue a total language immersion program
- ⇒ continued emphasis on technological supports for program
- ⇒ continued emphasis on our Adult ESL program to encourage the use of English in the home
- ⇒ continuation of our "experiential" approach to learning through close interaction with local facilities (YMCA, Copps Coliseum, Hamilton Place, etc.)
- ⇒ continuation of social supports through Boys and Girls Club, Breakfast Program, etc.
- ⇒ support for International/Heritage languages through classroom and after-school programming

Hess Street School is a unique multicultural school which will continue to need special supports in order to provide an appropriate educational environment for all its clientele.

Principal's Signature :

D. MacLachlan

Date : 1998 01 21





# **SCHOOL REPORT**

## **GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS**

### **HILLSDALE Public School**

**School Address:** 40 EASTWOOD  
HAMILTON, ONTARIO. L8H 6R7  
**School Phone:** 549 6886

**Principal:** J. BJEGOVICH  
**Grade Levels:** JK-5  
**Enrolment:** 268  
**Hamilton-Wentworth D.S.B.**

### **School Profile**

Hillsdale Public School is located in the north-east end of Hamilton bordering the Red Hill Creek. The school was opened in 1970. Renovations included changing the open concept school into self contained classrooms. These renovations were completed in 1994. The school serves over 260 students, including 15% ESL population. The learning centre in the school supports exceptional, ESL, and at risk students. The major focus of the learning centre is literacy.

Hillsdale PS shares its campus with Hillcrest Middle School. Our school is the home for community programs such as the Outreach and In School programs run by the Kiwanis Boys & Girls Club and the STAR program run by the community centre.

The priorities at Hillsdale School over the last several years have included a major thrust on social skills which involved the Second Step program for the staff and students, a peer mediation program, and a very involved student nutrition program operated by our Home & School Association and financially supported by the community. A Second Step program for parents is being introduced this year. The availability of a resident social worker has been instrumental in the success of these programs.

Literacy has been a major curriculum thrust for the school. The staff has worked diligently at Language skills throughout the school year. Hillsdale is involved in a computer pilot and uses technology to help with the literacy focus.

Co-curricular activities include a choir, swim team, checkers and computer clubs.

We are privileged to be a micro-teacher centre for student teachers from Brock University.

Our healthy volunteer program, dependable co-op students, active Home and School Association and vibrant School Council enable programs to be introduced and maintained in a positive manner.

We are proud to be part of the Hillsdale community!

Board ID:	212	Hamilton, B of E for the City of			
Board Name:	Hamilton, B of E for the City of				
School ID:	212121				
School Name:	Hillsdale S				
Demographics *		Attitudes *			
30	Students in Grade 3	(percent saying yes)	Girls	Boys	
20%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	75%	57%	
0%	Fully exempt from the assessment	I am good at reading	62%	64%	
30%	Receiving special education (excluding gifted)	I like writing	88%	71%	
53%	Boys	I am good at writing	62%	64%	
27%	Language other than English in the home	I like mathematics	88%	79%	
		I am good at mathematics	62%	71%	
Overall Achievement		Writing		Mathematics	
(percent of evidence of performance at the level)		Levels 2,3,4	Levels 3,4	Levels 2,3,4	Levels 3,4
	All students	77%	30%	63%	33%
	Girls	75%	31%	69%	38%
	Boys	79%	29%	57%	29%
	Receiving Special Education (excluding gifted)	33%	0%	22%	11%
	Not Receiving Special Education (or gifted)	95%	43%	81%	43%

## School Response and Plan for Action

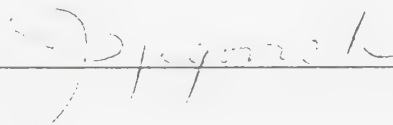
After reviewing the school data received, the school staff are pleased with the number of students performing at levels 2 and above.

[ 77% reading, 77% writing, 66% mathematics ]

A committee has been developed to discuss these results and their meaning for programs and instruction at Hillsdale School. Recommendations will be made by the committee and then taken to the full staff for discussion. The next step in the process involves the sharing of the plan with the school council and seeking their input. The plan will be developed during the period of January 1998 - June 1998.

Implementation and review of the plan will take place September 1998 - June 1999.

Principal Signature: \_\_\_\_\_



Date: \_\_\_\_\_







# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### HOLBROOK Public School

School Address: 450 Sanatorium Rd., Hamilton

Principal: B. Mohoruk

School Phone: 385-5369

Grade Levels: JK- 5

School Fax:

Enrolment: 233

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

*Holbrook is a primary – junior school with a school population of 233. English is spoken in the majority of homes. 14% of the students involved in the grade 3 assessment speak another language at home. 18% of the grade 3 students receive assistance from the learning resource teacher on a daily basis. There is very little mobility to the student population. Most students remain at Holbrook throughout the school year. There are four Special Education classes: primary orthopaedic, primary specific learning disability, junior learning disability and gifted. The students in the orthopaedic and learning disabilities classes are integrated with regular programme for periods of time throughout the day. All junior students including gifted are involved in mixed groupings environmental studies at various times throughout the year.*

YMCA First Base provides a before and after school programme for Holbrook students in one of the classrooms and gym. The school abuts the Holbrook Community Park and Chedoke Hospital. Idlewyld, a senior residence is directly across the street. Community links have been established with Idlewyld by organizing a schedule of events fostering a close relationship between the students and the seniors.

Holbrook School enjoys a healthy partnership with the School Council, with all working hard to achieve our common goals. Parents also serve on many committees and assist at many functions (special events, fund raising) where their input, expertise and support is invaluable. There are over 30 parents who regularly volunteer in the school.

School priorities over the last few years have been safe schools ( peer mediators, school rules, social skills- 1, 2, 3 Magic), literacy (linguistic awareness for senior kindergartens, Open Court, reading buddies, full-time learning resource teacher) and technology (computer lab, class schedule, staff inservice, purchase of computers, full-time information and technology teacher) .

Holbrook students are involved after school and on weekends in a variety of activities (sports, library, clubs, recreation centre events, homework, family trips etc.) that support them in their school life.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212122  
 School Name: Holbrook Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
28	Students in Grade 3	I like reading	Girls 64% Boys 58%
14%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	57% 67%
0%	Fully exempt from the assessment	I like writing	79% 50%
18%	Receiving special education (excluding gifted)	I am good at writing	43% 33%
54%	Boys	I like mathematics	71% 92%
18%	Language other than English in the home	I am good at mathematics	43% 83%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	82% 50%	89% 36%	93% 39%
Girls	79% 57%	86% 50%	93% 50%
Boys	100% 50%	100% 25%	100% 33%
Receiving Special Education (excluding gifted)	20% 20%	80% 0%	100% 40%
Not Receiving Special Education (or gifted)	96% 57%	91% 43%	91% 39%

\*Results are not reported where the number of students in a category is fewer than 5.  
 212 Hamilton, B of E for the City of 212122

# Summary of Grade 3 Provincial Assessment Results, 1996-97

ESL/ESD		Receiving Special Education Assistance				
		No Data	Level 1	Level 2	Level 3	Level 4
Ontario Hamilton Holbrook	10%			19%		
	12%			20%		
	14%			18%		
Ontario Hamilton Holbrook	6%	5%	9%	30%	34%	16%
	4%	6%	10%	31%	34%	16%
	0%	4%	14%	32%	29%	21%
Ontario Hamilton Holbrook	4%	5%	9%	43%	31%	8%
	2%	6%	11%	47%	29%	6%
	0%	7%	4%	54%	36%	0%
Ontario Hamilton Holbrook	4%	3%	17%	43%	28%	5%
	2%	2%	21%	43%	28%	4%
	4%	4%	0%	54%	39%	0%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 82%, writing 89% and math 93%). The numbers performing at level 3 and above in writing (36%) and math (39%) are not meeting our expectations and possible reasons and solutions will need further analysis and discussion. Of interest is the significantly better performance of boys over girls in all areas.

The school staff plan to meet after school February 5 and as part of a Professional Activity day February 27 to discuss these results and their meaning for programs and instruction at Holbrook School. Other Hamilton Schools with significantly higher scores have been contacted to determine what factors helped them achieve such high scores. The Holbrook staff will discuss which if any of these items can be implemented at Holbrook. The plans will be shared, discussed and approved by our School Council. The Action Plans developed by the end of February, 1998 will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during June 1999.

Parents are encouraged to meet with their child's classroom teacher to discuss this Report and its implications for classroom practice. The school's Plan for Action process is open to any parent who wishes to be involved. Please contact the Principal's office for further details.

Principal Signature:

*Brenda Mohrnt*

Date:

*January 20/98*



SCHOOL REPORT  
GRADE 3 ASSESSMENT of READING,  
WRITING and MATHEMATICS

HUNTINGTON PARK

Public School

School Address: 80 Kingslea

Principal: Don Morrow

School Phone: 383-3305

Grade Levels: JK - 5

School Fax:

Enrolment: 407

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Report

Huntington Park School serves a middle class community. Children live in single family dwellings mostly, but here are also apartment blocks and town house complexes. Approximately 10% of our students have parents who speak a language other than English. There is no dominating ethnic population. Approximately one third of our students are bussed in and two thirds spend lunch time at school.

There is a large park abutting school property. A modern recreation centre is at the heart of the community. There are no factories, malls or businesses close by. Children must rely on parents for outside exposure. Hiking trails and greenbelt areas are close by. Christian churches of all denominations are present in the community.

The educators, teachers and educational assistants are competent, caring and devoted. They put children first. The staff has made a decision to have larger class sizes so that a very competent curriculum leader will work as co-ordinator of planning technological resources and the library. These educators believe firmly that teacher certification is a prerequisite for the application of computer and library skills within the curriculum.

There are two special education classes at Huntington Park. One serves the needs of 10 developmentally delayed children. The other is a small class setting for eight junior behavioural students. There are only eight identified special education students in the mainstream of the school, but approximately 100 students who are at risk, receive support from a learning resource centre, staffed with 1 1/2 teachers and two half-time educational assistants.

We enjoy a positive relationship with our parent council. Parents advise us on activities, procedures and programs. They are available to help out as volunteers for special events, activities and trips. Many grandparents participate in caring for children and supporting the school.

## Homes

Family life is important. Many parents walk students to and from school, however, few participate in daily activities. Parents show their educational support in the home. They report reading for and listening to their children. They support school initiatives. They drill their children on the basics of language and mathematics. They want to be kept informed and attuned to the needs of their children. The newsletter is read by 98% of parents and 100% report reviewing report cards. It is evident that child-rearing is taken seriously by the parents of this community. They take responsibility and work in harmony with school staff.

## Students

It is suprising to see that boys and girls performed equally well in reading and mathematics. This is not typical of city-wide results. We are also pleased that our students were well above the city-wide and provincial norms in reading, writing and mathematics. Our students report liking math and language, however, their feelings of competency and self-esteem relating to these abilities are not so high.

Writing being the relative area of weakness will be an area of focus for the coming years. The bulk of our students performed in levels 2 and 3 (68%). Our goal will be to move the bulge into levels 3 and 4, so that 60% of our students will be functioning in the 3/4 levels.

Board ID:	212
Board Name:	Hamilton, B of E for the City of
School ID:	212123
School Name:	Huntington Park Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
61	Students in Grade 3	I like reading	Girls 87% Boys 57%
0%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	48% 62%
0%	Fully exempt from the assessment	I like writing	74% 59%
36%	Receiving special education (excluding gifted)	I am good at writing	35% 38%
38%	Boys	I like mathematics	74% 70%
11%	Language other than English in the home	I am good at mathematics	65% 62%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4	Levels 2,3,4
All students		77% 43%	93% 69%
Girls		74% 48%	100% 74%
Boys		81% 41%	92% 68%
Receiving Special Education (excluding gifted)		73% 36%	86% 55%
Not Receiving Special Education (or gifted)		79% 46%	97% 77%

**SUMMARY OF GRADE 3 PROVINCIAL ASSESSMENT RESULTS, 1996-97**

ESL/ESD		Receiving Special Education Assistance				
		No Data	Level 1	Level 2	Level 3	Level 4
Ontario Hamilton School	10%			19%		
	12%			20%		
	0%			36%		
	Exempt					
Ontario Reading Hamilton Reading School Reading	6%	5%	9%	30%	34%	16%
	4%	6%	10%	31%	34%	16%
	5%	0%	2%	20%	43%	31%
Ontario Writing Hamilton Writing School Writing	4%	5%	9%	43%	31%	8%
	2%	6%	11%	47%	29%	6%
	5%	15%	3%	34%	34%	8%
Ontario Mathematics Hamilton Mathematics School Mathematics	4%	3%	17%	43%	28%	5%
	2%	2%	21%	43%	28%	4%
	5%	2%	0%	25%	44%	25%



## School Response and Plan

The principal's advisory group will meet to analyse and address the writing needs and attitudes of our students. Our focus will involve improving attitudes about competency. Our children report writing journals and diaries. Expansion of writing formats to include other forms that are more practical and relevant in daily life will be emphasized (ie - letters, reports, directions, recipes, greeting cards).

A great deal of our success in mathematics is due to the efforts of our primary teachers. They plan hands-on activities, authentic learning experiences where children work together to solve problems, see relationships and manipulate data. Teachers will be acknowledged for continuing to address all strands of the mathematics curriculum, not just number sense and numeration.

Our excellent performance in Reading will be maintained by continuing with:

1. An affiliation with the library
2. The organization and implementation of a book fair
3. Involvement in the M.S. Readathon
4. Continuation of a home-supported reading program titled "Reading - The Other Channel"
5. Implementation of student involvement in "The Internet"

Note: The staff at Huntington Park is very proud of our results. We would however, like to acknowledge that we have a differential advantage in many ways:

- A. Our students are well fed, clothed and rested.
- B. Our rate of poverty is very low.
- C. Community facilities are excellent.
- D. There is a very small E.S.L. component.
- E. Many people living in the community lived here as children and have returned to enjoy the advantages as adults. There is a very low rate of turnover.
- F. There is a definite sense of pride in the Huntington Park Community. Well maintained properties, neighbourly co-operation and civically responsible attitudes dominate.

G. Parents are supportive of firm/fair discipline at school.

H. Family life is a priority for residents.

We work hard, as do most educators, in the city. Our success, however, is rooted firmly in the support we can count on from our community. We will continue to foster this relationship.

*L. Monow*

*Jan 20 1998*

**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**James MacDonald Public School**

**School Address:** 200 Chester Avenue  
Hamilton, Ontario L9C 2X1  
**School Phone:** 385-3267  
**School Fax:** 385-1065

**Principal:** Ken Griffin  
**Grade Levels:** JK - 5  
**Enrolment:** 251  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

James Macdonald Public School is located in the Gourley Park community. The school was built in 1954 and annexed from Barton Township in 1960 with additions being made in 1978 and 1991. The school currently serves over 250 students and is growing as new housing in the area has attracted many families. Within the school population 8% of our students receive ESL/ESD programming and 24% come from homes in which a language other than English is spoken. Of the test group, 12% were receiving ESL/ESD programming. Support for at risk students includes the Learning Resource Program and the Learning Centre. At the time of testing 22% of our students were receiving special education programming.

School priorities in the last few years have included writing, reading, social skills and peer mediation. In writing the focus was on the writing process, spelling and editing. In Reading the focus was on extending support and opportunities for reading to others through the establishment of: All Star Reading Program, Book It, Reading Buddies and a home based reading program. In the area of social skills we have initiated the I - Care program and a full Peer Mediation program. The staff and community value and support a variety of co-curricular and extra-curricular activities including house leagues, clubs and crafts.

James MacDonald School enjoys a healthy partnership with the School Council, with all working hard to achieve our common goals. Parents also serve on many committees and assist at many functions which enrich the school environment for all.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs. Careful monitoring of Peer Mediation contacts over the past two years indicate an increased understanding of and respect for others. We are especially proud of the high degree of success we have had at integrating students with physical exceptionalities into our program. These students take part in the regular program and their presence benefits all.

Our students are given the opportunity to experience a variety of activities to support them in their school life. This has taken the form of educational trips, attendance at plays and concerts, participation in the Ancaster Fall Fair, inviting guest speakers into the classrooms, and supporting community groups such as the Heart and Stroke Foundation, The M.S. Society and the Children's Cancer Society.

Board ID:	212
Board Name:	Hamilton, B of E for the City of
School ID:	212124
School Name:	James Macdonald PS

Demographics *		Attitudes *	
		(percent saying yes)	
50	Students in Grade 3	I like reading	Girls 48% Boys 62%
8%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	40% 52%
0%	Fully exempt from the assessment	I like writing	56% 62%
22%	Receiving special education (excluding gifted)	I am good at writing	44% 52%
54%	Boys	I like mathematics	52% 43%
24%	Language other than English in the home	I am good at mathematics	24% 38%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4	Levels 2,3,4
All students	60% 24%	64% 6%	42% 14%
Girls	68% 20%	68% 8%	44% 8%
Boys	62% 33%	67% 5%	48% 24%
Receiving Special Education (excluding gifted)	9% 0%	27% 0%	36% 0%
Not Receiving Special Education (or gifted)	74% 31%	74% 8%	44% 18%



## **School Response and Plan for Action**

### **School Response:**

From an initial, cursory viewing of the school data, staff are concerned, but not alarmed with the numbers of students performing at levels 2 and above (reading 60%, writing 64% and math 42%) and the numbers performing at level 3 and above (reading 24%, writing 6% and math 14%). These numbers are well below the city and provincial averages but are probably somewhat consistent with the abilities of the test group. Within the group of students tested, 12% were receiving ESL/ESD support; this is consistent with the city average. Special education programming was being received by 22% of the students; this was higher than the city average. Despite the supports required by these individual students, none were excluded from the testing. If the test results for those students who were not receiving special education programming are taken in isolation, the numbers of students performing at levels 2 and above improve significantly (reading 74%, writing 74% and math 44%). These results are more in line with those of the Canadian Achievement Test (reading 97%, Language 85% and Math 93%). Of interest is the significantly better performance of boys over girls at levels 3 & 4 of reading (33% vs 20%) and math (24% vs 8%).

### **Actions to Date:**

As part of our ongoing quest to improve instruction, school staff develop a comprehensive School Plan each year. It is interesting to note that the 1997/98 school plan developed prior to the receipt of the results of the Provincial Testing indicated writing and mathematics as areas of focus. This was our priority when the school was organized for September, and we went to great lengths to ensure that classes would have low enrolments for Language and Mathematics.

In reading, the All Star Reading Program has been expanded to include at risk children from the Junior Division. In writing, the emphasis on the writing process and spelling have been maintained. The use of the computer for keyboarding, editing and revising has received more attention, especially in the Junior Division. In Mathematics, the school plan details a greater emphasis on the problem solving strand. As well, staff are developing strategies for the teaching of Data Management and Probability, a new strand within the mathematics curriculum.

As we have worked through the school year, both the Learning Resource Program and the Learning Centre concept have been refined. The Learning Resource Program focuses on students who are deemed Exceptional or are in need of intensive programming; it currently services 23 children, or 12% of our grade students. The Learning Centre provides ongoing support for "at risk" students who have been identified through the D.A.R.T. process. It presently services 53 children or 28% of our grade students.

### **Future Actions:**

As part of the overall school planning process, we will evaluate the success of the Action Plans developed for the 1997/98 school year. As part of the plan, we will also be looking at the acquisition of new language materials for the Primary Division. This report will be shared with the School Council and a report will be made to the community.

### **Summary:**

We are concerned, but not alarmed with our results. This test was only one measure, was not based on taught curriculum, and was not consistent with other standardized test results. At James MacDonald School we pride ourselves in the amount of individual attention that students receive. That will continue to be our main focus as we strive to improve classroom instruction.

Principal Signature: \_\_\_\_\_

*Ken Griffin*

Date: \_\_\_\_\_

*Jan 15, 1998*



**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**King George Public School**

**School Address:** 77 Gage Ave. N.  
Hamilton, Ontario L8L 6Z8  
**School Phone:** 549-2224  
**School Fax:** (905)549-4350

**Principal:** Ms. Susan Fox  
**Grade Levels:** JK to 6  
**Enrolment:** 240  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

King George Public School is a compensatory education school located in the heart of the lower east central area of the city. We are only one half a block from Ivor Wynne stadium and close to the corner of Barton and Gage.

The school was built in 1910 and renovated in 1991. The school serves 247 students from JK - grade 6. We are 1 of 3 PJ schools in the system that also has grade 6 included. Our student population is unstable with an 84% mobility rate. Approximately 13% of our students speak a language other than English at home.

We have a number of students considered " AT RISK ", attentional difficulties, academically, behaviorally, emotionally or a combination of the above. The outstanding professional resources available within our school, .1 ESL, .7 LRT, .4 LRT, and a .5 Social Worker with all the staff have combined their expertise to address the many academic and social issues arising in our unique community through the school planning process.

School priorities in the last few years have included a focus on literacy, Writing to Read Program, Jolly Phonics, All Star Reading, Practice Your Spelling series, Individualized Reading Programs and cross-graded planned units. The loss of the teacher-librarian over the past two years has an impact on the programs and access to the library for our children.

The Safe Schools Policy is also a high priority at King George, a school wide social skills program was and continues to be developed and implemented ( Peaceworks ) and peer mediation. Parents are also active members of the King George Safe School Team. The staff and community value a Safe School.

King George enjoys a healthy partnership with the school Council, with all working hard to achieve our common goals. There is also a Parent Support Group that assists and provides many functions within the school, eg. Special craft days for the students, fundraising, BBQ's, and membership on other school committees. The Parent -Support Group was instrumental in the financing of the new Creative Playground. Their input, expertise, commitment and support is invaluable.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs.

Our students are given the opportunity to experience a variety of activities to support them in their school life.



Board ID: 212  
Board Name: Hamilton, B of E for the City of  
School ID: 212125  
School Name: King George Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
23	Students in Grade 3	I like reading	Girls 64% Boys 67%
4%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	82% 83%
0%	Fully exempt from the assessment	I like writing	73% 50%
39%	Receiving special education (excluding gifted)	I am good at writing	45% 58%
48%	Boys	I like mathematics	91% 58%
13%	Language other than English in the home	I am good at mathematics	91% 83%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	96% 74%	78% 26%	83% 43%
Girls	100% 82%	100% 27%	91% 45%
Boys	92% 67%	58% 25%	75% 42%
Receiving Special Education (excluding gifted)	89% 33%	56% 0%	56% 11%
Not Receiving Special Education (or gifted)	100% 100%	93% 43%	100% 64%



# Summary of Grade 3 Provincial Assessment Results, 1996-97

ESL/ESD		Receiving Special Education Assistance				
Ontario	10%				19%	
Hamilton	12%				20%	
School	4%				39%	
Ontario	6%	5%	9%	30%	34%	16%
Hamilton	4%	6%	10%	31%	34%	16%
School	0%	0%	4%	22%	48%	26%
Ontario	4%	5%	9%	43%	31%	8%
Hamilton	2%	6%	11%	47%	29%	6%
School	0%	4%	17%	52%	26%	0%
Ontario	4%	3%	17%	43%	28%	5%
Hamilton	2%	2%	21%	43%	28%	4%
School	0%	0%	17%	39%	43%	0%

### School Response and Plan for Action

From an initial, viewing of the school data, staff are pleased with the performance of our grade 3 students. In our school, 96% of the students scored at or above level 2 in Reading. The numbers performing at or above level 3 in reading is 74%. The students at King George scored significantly higher than Hamilton and Ontario in Reading.

In our school, 78% of the students scored at or above level 2 in Writing.

26% of our students scored at or above level 3 & 4.

In our school, 83% of the students scored at or above level 2 in Mathematics.

43% of our students scored at level 3 or 4. This result is higher than the Hamilton or Ontario average.

Of interest is the significantly higher results that our students performed in reading.

The Primary Team met and discussed general feedback following the conclusion of the grade 3 testing last April. We now have developed 2 School Teams and a Directions Team to plan, develop and implement changes in our school.

As a result of the early feedback following the conclusion of the testing the staff were confident in the results of the reading scores. There was a consensus to investigate new material for the mathematics program. A decision was made to purchase Math Quest 2000 for the Primary Classes. Beginning in the fall /97 Math Quest 200 is the Math program for the primary students. The Jr. Division will be a focus to purchase and implement Math Quest 2000 for the 98/99 School year.

The school planning teams meet on a regular basis to review the goals established by the development of the action plans

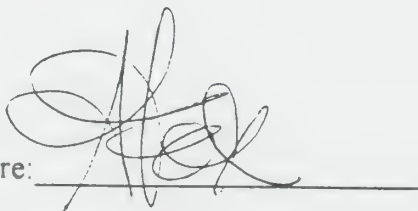
in two major areas :

1. CURRICULUM & 2. SAFE SCHOOLS

The P.D. Days in Feb, March, April, May & June as well as staff meetings are planned by the Directions Team. The results of the EQOA will be shared at the January staff meeting and specific recommendations will be given to the curriculum team to incorporate into the action plan that will be addressed throughout the rest of the 1997-98 school year with a review of progress in the Fall of 1998.

The results, recommendations, and plans will be shared, discussed by our School Council in February. Also the results will be shared with our school community in a special newsletter in January.

Principal Signature: \_\_\_\_\_



Date: \_\_\_\_\_

Jan 25 / 98

### Lake Avenue School

School Address: 157 Lake Avenue North

School Phone: 561 - 0402

School Fax: 561 - 3136

Principal: Mr. Doug Booth

Grade Levels: JK - 8

Enrolment: 741

Hamilton-Wentworth D.S.B.

Information: 527 - 5092, Ex 2631

#### SCHOOL PROFILE

Lake Avenue School is a unique, multi-cultural JK to Grade 8 school in the east end of Hamilton. The school community is characterized by the following:

- \* a school population of 740 students coming from an area of approximately 6000 inhabitants.
- \* the dominant housing is high rise apartment blocks.
- \* a full spectrum of social-economic conditions exist in the community with many families experiencing economic hardship due to unemployment or low paying occupations. Economics dictate that many of the parents work long hours at multi-jobs in order to provide for their families.
- \* the community is dominated by multi-cultural, multi-language groups of immigrants and refugees. The main groups at this time are from South-east Asia, Central Asia, and Eastern Europe.
- \* over 40 distinct languages are spoken in the community.
- \* approximately 65% of our students are E.S.L. or come from an E.S.L. background. The E.S.L. stages range from one to four. Many of the E.S.L. students spent time living in Quebec where they learned French before beginning to learn English.
- \* new transfer in students are dominantly E.S.L.
- \* E.S.L. parents with no or very limited English offer little support in the acquisition of Basic Interpersonal Communication Skills or Cognitive Academic Language Proficiency.
- \* a Learning Centre model is used to service both E.S.L. and Special Education students. There is a balance between in-class and withdrawal support. Language development is in the context of curriculum content and skills.
- \* School Plan priorities include: Safe Schools, Grade 1 to 8 Ontario Curriculum. Assessment and Evaluation, Literacy, Technology-Lego, Wellness, Community Links, redevelopment of Mission and Vision.
- \* Peer mediation, Second Step, renewal of curriculum resources, parent volunteers in the classrooms, use of co-op students from Glendale, Mohawk, and McMaster, Mentoring program, links with community agencies such as Child and Adolescent Services, student Social Workers, Cambodian Heritage Language classes on Saturday mornings, after school programs through the Riverdale Community Council, and a wide variety of student-centred co-curricular activities are some of the directions that we have used to assist our students in their overall development.
- \* Our School Council has an interest in understanding the directions the school is taking and has initiated input and sponsored parent evenings related to curriculum.
- \* The school motto is "Living and Learning with Pride" and our students have every opportunity to experience that belief.



Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212126  
 School Name: Lake Avenue PS

### Demographics \*

63 Students in Grade 3  
 57% ESL/ESD (English as Second Language/English Skills Development)  
 3% Fully exempt from the assessment  
 16% Receiving special education (excluding gifted)  
 51% Boys  
 54% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	74%	57%
I am good at reading	39%	57%
I like writing	81%	57%
I am good at writing	48%	53%
I like mathematics	52%	63%
I am good at mathematics	29%	40%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4	Writing Levels 2,3,4	Mathematics Levels 2,3,4
All students	78%	86%	65%
Girls	81%	94%	65%
Boys	80%	83%	70%
Receiving Special Education (excluding gifted)	20%	70%	50%
Not Receiving Special Education (or gifted)	89%	89%	68%



## SCHOOL RESPONSE AND PLAN FOR ACTION

After analysis by our staff, we are very encouraged with the number of Grade 3 students who are performing at Levels 2 and above (Reading 78%, Writing 86%, Mathematics 65%). These results must be considered in relation to 57% of the Grade 3's being E.S.L. and 16% being Special Education students - a total of 70%. Only 3% were exempt from the testing. The students performing at Level 3 and above in Reading (25%), Writing(21%) and math(10%) are a reflection of the high level of E.S.L. and Sp. Ed students. The relatively lower results in math reflect the language rich testing material and limited computational questions.

The direction that continues to be planned for and implemented includes:

- \* re-emphasizing that all teachers are language teachers and vocabulary development in all curriculum areas must be a priority.
- \* full implementation of the Ontario Curriculum with specific attention to the vocabulary required to succeed, in particular the language of math.
- \* increase the number and use of computers to provide specific programming for all students. Targeted assistance must continue to be directed to E.S.L. and Special Education students.
- \* continue to increase Resource support with particular attention to early intervention in language development.
- \* continue to encourage and facilitate increased E.S.L. and Special Education qualifications for all staff.
- \* continue to review and update language and math resources so they match the Ontario Curriculum.
- \* continue to encourage the team approach for divisions and grade level staff. Sharing resources, expertise, strategies, and organizing cross division support.
- \* the Literacy School Plan committee will continue to develop and implement strategies to encourage student literacy improvement.
- \* the results will be shared with the School Council and recommendations they advise will be discussed as part of the overall action plan. A meeting will be planned to explain results to the community.

Principal signature



Date:

Jan 19/98



**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Lincoln Alexander Public School**

**School Address: 50 Ravenbury Drive**

**Principal: Suzanne Nolan**

**School Phone: 574-4044**

**Grade Levels: JK – Grade 5**

**School Fax: 574-7281**

**Enrolment: 346**

**Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631**

**School Profile**

Lincoln Alexander School is located immediately west of Upper Gage Avenue and south of the newly completed Lincoln M. Alexander Parkway. The school was opened in 1989 and currently houses 346 students. One portable classroom is located on the property and it is used for Adult E.S.L. (English As a Second Language) instruction. Although the student population is made up of several different racial groups, there is only one student who requires E.S.L. support. There are no system, self-contained Special Education classes at Lincoln. The school does have a Learning Centre where up to 45 a day receive programming support from a Learning Resource teacher. At the time of testing there were 7 exceptional students, including one identified gifted student with regular class designation in the school population.

The school also shares space with a day care centre. Many Lincoln students attend the day care centre for before and after school supervision. 12-20 Junior and Senior Kindergarten students attend for the portion of the day that they are not in class. Immediately to the west and adjacent to the school property is a large green space with playground equipment.

The Lincoln Alexander School community is almost entirely a residential neighbourhood which is predominately single-family, resident-owned dwellings (69%). According to Assessment Department census data, approximately 12.8% of the population would be classified as "low income". This is consistent with trends across Hamilton (12.7%). It is a community that is relatively stable with more than 90% of it's families resident for more than 5 years. The student body reflects this stability with less than 10% of the student population transferring in or out on a yearly basis.

The Lincoln Alexander School Staff is committed to continuous improvement and on-going professional development. Over the last two years the staff has focused on further developing their skills as they relate to Literacy, Numeracy and Assessment, Evaluation and Reporting strategies. They have participated in numerous in-service training sessions both at the system and school levels. Whenever possible, staff members voluntarily agree to experiment with, review or pilot test new curriculum documents and teaching strategies. They have worked as a team to address programming issues and also communicate programme direction and expectations to parents regularly.

Staff and students receive outstanding support from both the Lincoln Alexander Parents' Group and School Council. Both groups have worked closely with staff to support School Plan initiatives. This has included extensive financial assistance, an on-going Parent Education programme and daily in-class help from parent volunteers.

Board ID:	212
Board Name:	Hamilton, B of E for the City of
School ID:	212127
School Name:	Lincoln Alexander PS

Demographics *		Attitudes *	
		(percent saying yes)	
47	Students in Grade 3	I like reading	Girls 75% Boys 47%
0%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	75% 53%
0%	Fully exempt from the assessment	I like writing	75% 63%
13%	Receiving special education (excluding gifted)	I am good at writing	57% 58%
60%	Boys	I like mathematics	68% 63%
15%	Language other than English in the home	I am good at mathematics	46% 47%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	100% 91%	100% 77%	98% 72%
Girls	100% 93%	100% 86%	96% 79%
Boys	100% 89%	100% 63%	100% 63%
Receiving Special Education (excluding gifted)	100% 83%	100% 67%	100% 100%
Not Receiving Special Education (or gifted)	100% 93%	100% 78%	98% 68%



### School Response and Plan for Action

Although staff are very pleased with the excellent results and large numbers of students performing at Levels 3 and 4 (91% in Reading, 77% in Writing, 72% in Mathematics) they are quick to point out that the students involved in this round of testing are very strong academically and have demonstrated outstanding skills in Literacy and Numeracy throughout the Primary Division.

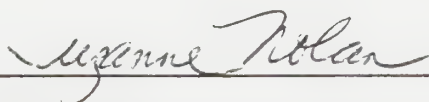
The entire staff will review and analyze the data in all of the components to better understand areas of strength and areas for further development. This process began in January and will include activities in the following general areas:

- a review of teaching strategies in Literacy and Numeracy that are currently being used in both the Primary and Junior Divisions
- information for all staff members on the testing process as it exists at both the Grade 3 and 6 levels
- discussions with system staff around using the testing data for programme planning purposes

A detailed Action Plan will be developed by the end of January and implemented as part of the School Plan Programme focus for this school year. The Action Plan will be reviewed after the May 1998 testing results are received.

The 1997 EQAO results have been shared with the community via the Newsletter and discussed in some detail with the School council. This report and the completed Action Plan will also be presented to the School Council at a future date.

Principal Signature:



Date: 1998/01/21



**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Linden Park Public School**

**School Address:** 4 Vickers Road  
Hamilton, Ont. L9A 1Y1  
**School Phone:** (905) 385-5365  
**School Fax:** (905) 385-2336

**Principal:** Ms. G. Belisario  
**Grade Levels:** JK-5  
**Enrolment:** 228 students  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Linden Park Public School has a total student population of 228 students from junior kindergarten to Grade 5. The families report that 22% of them speak a language other than English in their homes. Linden Park has a General Learning Disabilities class, six grade classes, (all but ~~one~~ <sup>two</sup> of them split-grade groupings), a JK, SK and a JK-SK blended class.

The school was build in 1957 and abuts a community park which it shares with Hill Park High School next door. Linden Park has 2 parent groups - a School Advisory Council and the Linden Park Parents Group and houses the Linden Park Optimist Band. Parental attendance at school performances is excellent; however, only a small group of 12-15 parents take part regularly in the parent groups and 25 regular volunteers work in the classrooms and in the school library during the school day.

Over the past 3 years, the school plan has focussed on Language, the Common Curriculum, Computer Use, Safe Schools and Parental Involvement. These initiatives are part of a board-wide plan in Hamilton public schools.

During the first year of its existence, Linden Park's School Advisory Council has developed a constitution and worked to raise awareness of how schools function. Meanwhile a well-established group, the Linden Park Parents', has continued to focus on fund raising and support of school needs as identified by staff and parents.

Although this community is very supportive of its children, there is limited interest in serving on the School Council. As well, parental attendance has been poor at presentations on the new report card and EQAO. However parental attendance is always high at childrens' events and performances throughout the year.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212128  
 School Name: Linden Park Jr PS

### Demographics \*

40 Students in Grade 3  
 0% ESL/ESD (English as Second Language/English Skills Development)  
 2% Fully exempt from the assessment  
 40% Receiving special education (excluding gifted)  
 51% Boys  
 22% Language other than English in the home

### Attitudes \*

(percent saying yes)

	Girls	Boys
I like reading	79%	67%
I am good at reading	74%	56%
I like writing	74%	61%
I am good at writing	84%	44%
I like mathematics	68%	94%
I am good at mathematics	58%	83%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	75% 65%	82% 52%	75% 35%
Girls	89% 79%	89% 74%	84% 47%
Boys	61% 50%	78% 33%	72% 28%
Receiving Special Education (excluding gifted)	50% 44%	75% 38%	62% 25%
Not Receiving Special Education (or gifted)	92% 79%	88% 62%	83% 42%



NEEDS ASSESSMENT	AREA OF FOCUS	INTENDED OUTCOME	INDICATORS OF SUCCESS	STRATEGIES	RESOURCES
<b>Reading:</b>  Of the 40 students, 10 students did not complete this section satisfactorily.  <ul style="list-style-type: none"> <li>• 4 exemptions</li> <li>• 3 absent</li> <li>• 1 incomplete</li> <li>• 2 at level one</li> </ul>	<p>The exempted students will continue to receive assistance and remedial programming from the learning resource teacher and the classroom teacher and volunteers.</p> <p>We will focus on raising the results of our students who performed at level one, as well as level two.</p> <p>Particularly we will focus on comprehension, conventions and features of the text and phonics</p>	<ul style="list-style-type: none"> <li>• An overall improvement from the 65% of students who scored at levels three and four.</li> <li>• An overall improved reading program in the primary grades (Open Court).</li> </ul>	<ul style="list-style-type: none"> <li>• Improved enthusiasm for reading</li> <li>• Improved day to day reading results</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to add to Open Court program – Sept./98 – Grade 2 and some Grade 3 materials – as we can afford.</li> <li>• Tracking of Learning Expectations with program planner/or personal program.</li> <li>• Offer assignments that match EQAO activities</li> <li>• Regular and precisely monitor Reading skills to identify need for intervention.</li> <li>• Use a variety of teaching approaches to extend student's understanding of written material</li> <li>• Offer a wide range of written materials.</li> </ul>	<ul style="list-style-type: none"> <li>• New Curriculum</li> <li>• Blue Documents</li> <li>• Library</li> <li>• Open Court materials</li> <li>• EQAO materials (96-97)</li> <li>• Program Team Leaders</li> <li>• Literacy team (school plan)</li> <li>• Learning Resource teacher</li> <li>• Principal</li> <li>• Classroom teachers</li> </ul>
<b>Writing:</b>  Of the 40 students, 7 students did not complete this section satisfactorily  <ul style="list-style-type: none"> <li>• 1 exemption</li> <li>• 3 absent</li> <li>• 3 at level one</li> </ul>	<p>The exempted students will continue to receive assistance &amp; remedial programming from the learning resource teacher &amp; classroom volunteers.</p> <p>We will focus on the writing skills of the students at level one – as well as those at level 2.</p> <p>Particularly we will focus on organizing ideas and information, and on the conventions of written material.</p>	<ul style="list-style-type: none"> <li>• An overall improvement from the 52% of students who scored at levels three and four.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved daily writing assignments</li> <li>• Better organized stories</li> <li>• Improved written grammar, spelling, punctuation and capitalization.</li> </ul>	<ul style="list-style-type: none"> <li>• Give students detailed feedback (orally &amp; written) about early stages and drafts of their writing</li> <li>• Monitor the writing process</li> <li>• Teach self-monitoring skills and self-correction skills so children recognize their own errors</li> <li>• Assign more writing exercises</li> <li>• Assign a variety of writing exercises (paragraphs, letters, newspaper articles, poems, instructions, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• New Curriculum</li> <li>• Blue Documents</li> <li>• Library</li> <li>• Open Court materials</li> <li>• EQAO materials (96-97)</li> <li>• Program Team Leaders</li> <li>• Literacy team (school plan)</li> <li>• Learning resource teacher</li> <li>• Classroom teachers</li> <li>• Principal</li> </ul>

NEEDS ASSESSMENT	AREA OF FOCUS	INTENDED OUTCOME	INDICATORS OF SUCCESS	STRATEGIES	RESOURCES
<p><b>Mathematics:</b></p> <p>Of the 40 students, 10 students did not complete this section satisfactorily</p> <ul style="list-style-type: none"> <li>• 1 exemption</li> <li>• 3 absent</li> <li>• 6 at level one</li> </ul>	<p>The exempted students will continue to receive assistance &amp; remedial programming from the learning resource teacher, the classroom teacher and classroom volunteers.</p> <p>We will focus on Numeration, Patterning and Algebra, Problem Solving and Communicating in Mathematics.</p>	<ul style="list-style-type: none"> <li>• An overall improvement from the 35% of students who scored at levels three and four.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved math scores</li> <li>• Better understanding of problems and solutions</li> <li>• Overlearning of math facts</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate math activities and assignments across all subjects</li> <li>• Plan for all five strands throughout the year so all concepts are taught and reinforced</li> <li>• Identify students who need intervention or re-teaching</li> <li>• As a staff, work to develop strategies to assist students to self-assess</li> <li>• Offer a variety of practical math activities</li> </ul>	<ul style="list-style-type: none"> <li>• New Curriculum</li> <li>• Blue Documents</li> <li>• Library</li> <li>• Open Court materials</li> <li>• EQAO materials (96-97)</li> <li>• Program Team Leaders</li> <li>• Literacy team (school plan)</li> <li>• Learning resource teacher</li> <li>• Classroom teachers</li> <li>• Principal</li> </ul>

## Home Questionnaire

Board Number: 212 Board Name: Hamilton, B of E for the City of  
 School Number: 212128 School Name: Linden Park Jr PS

Number of Students: 38

## READING

	Almost every day	A few times a week	A few times a month	A few times a year	Never or almost never	No Response
Q01 I read to my child.	24	34	29	5	3	
Q02 I talk to my child about what he or she has read.	34	32	29	0	5	
Q03 I help my child to understand what he or she has read.	29	42	18	0	5	
Q04 I encourage my child to read materials that are not part of his or her work for school.	50	42	8	0	0	
Q05 I read for pleasure at home (e.g., novels, newspapers, magazines).	68	21	3	0	0	
Q06 I read technical or professional books at home (e.g., software manuals, reports, how-to-guides).	13	21	24	16	26	0

	I enjoy it a lot	I enjoy it a little	I don't enjoy it at all	Don't know	No Response
Q07 I enjoy reading.	61	39	0	0	

## WRITING

	Almost every day	A few times a week	A few times a month	A few times a year	Never or almost never	No Response
Q08 I listen to my child read what he or she has written.	39	39	18	3	0	0
Q09 I talk to my child about what he or she has written.	45	37	16	3	0	0
Q10 I encourage my child to do writing that is not part of his or her work for school.	29	34	26	11	0	0
Q11 I give my child ideas to improve what he or she has written.	24	42	16	16	0	3
Q12 I write at home (e.g., letters, cards, reports).	26	21	45	8	0	0

	I enjoy it a lot	I enjoy it a little	I don't enjoy it at all	Don't know	No Response
Q13 I enjoy writing.	26	74	0	0	

## MATHEMATICS

	Almost every day	A few times a week	A few times a month	A few times a year	Never or almost never	No Response
Q14 I help my child understand number questions (+ - x ÷).	26	39	29	0	3	3
Q15 I help my child to understand how to measure things (e.g., for a recipe).	11	39	37	5	8	0
Q16 I help my child to recognize patterns (e.g., wallpaper patterns, tiling).	13	21	32	13	21	0
Q17 I help my child work with shapes.	11	21	32	16	21	0
Q18 I help my child solve mathematics problems.	24	42	18	8	3	5
Q19 I encourage my child to do mathematics that is not part of his or her work for school (e.g., home repairs, groceries, reading graphs).	34	37	16	5	5	3

	I enjoy it a lot	I enjoy it a little	I don't enjoy it at all	Don't know	No Response
Q20 I enjoy doing mathematics and solving math problems.	29	53	16	0	3

**Q21 To be informed about school activities and my child's performance:**

	Yes	No	No Response
Q21A I attend teacher-parent conferences.	82	11	8
Q21B I speak or write to my child's teacher or principal.	92	5	3
Q21C I read school newsletters or brochures.	97	0	3
Q21D I review reports or profiles with school level assessment results.	89	8	3
Q21E I review my child's Report Card.	97	0	3

**Q22 Overall, how satisfied are you with the way information is communicated to you about your child's performance in each of the following?**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	No Response
Q22A Reading	47	47	3	3	0	0
Q22B Writing	45	47	5	3	0	0
Q22C Mathematics	42	53	3	3	0	0

**INVOLVEMENT WITH THE SCHOOL**

No Response

Not Involved at all

Not very involved

Somewhat involved

Actively involved

Q23 How involved are you with your grade 3 child's school?

8	45	42	5	0
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**BACKGROUND**

No Response

As often in English as in another language(s)

Mostly in another language(s)

Mostly in English

Q24 At home, I speak to my child:

89	0	11	0
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No Response

No

Yes

Q25 Is a computer available at home for your child to use for school work?	53	47	0
Q26 Is a calculator available at home for your child to use for school work?	95	5	0
Q27 There are writing materials available at home for my child to use (e.g., note paper, pencils, markers).	100	0	0

No Response

More than 100

51 - 100

0 - 50

Q28 Which of the following best describes the number of books or other publications in your home?	8	18	74	0
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## Student Questionnaire

11/7/97

Board Number: 212 Board Name: Hamilton, B of E for the City of  
 School Number: 212128 School Name: Linden Park Jr PS

Number of Students: 37

## READING

	Yes	Sometimes	No	Don't know	No Response
Q01 Reading is fun for me.	65	30	5	0	0
Q02 I am a good reader.	65	19	8	8	0
Q03 I do reading that is not part of my work for school.	49	30	11	11	0
Q04 Before I start reading, I look for clues about what the text might tell me (e.g., table of contents).	51	24	14	11	0
Q05 When I'm reading, I get information and ideas from illustrations and pictures.	68	22	5	5	0
Q06 When I'm reading, I check to see if what I am reading makes sense.	68	24	8	0	0
Q07 When I finish reading, I think about what I have read.	57	24	16	3	0
Q08 I do reading from the computer.	81	3	11	5	0
Q09 People read to me at home.	38	41	22	0	0
Q10 People read to me at school.	84	14	3	0	0
Q11 I like it when people read to me.	70	24	3	3	0
Q12 I like to read.	73	22	3	3	0
Q13 I like to read picture books.	57	30	11	3	0
Q14 I like to read chapter books or novels.	76	16	8	0	0
Q15 I like to read information books.	59	30	8	3	0
Q16 I like to read poems.	59	32	5	3	0
Q17 I like to read newspapers.	43	32	24	0	0
Q18 I like to read magazines.	76	19	5	0	0
Q19 I like to read comic books.	68	19	14	0	0
Q20 I like to read stories written by students.	68	24	3	5	0
Q21 I like to read stories written by my teacher.	86	14	0	0	0
Q22 I like to talk to people about what I have read.	46	30	22	3	0

## WRITING

	Yes	Sometimes	No	Don't know	No Response
Q23 Writing is fun for me.	73	19	0	8	0
Q24 I am a good writer.	65	24	8	3	0
Q25 I do writing that is not part of my work for school.	68	24	8	0	0
Q26 I use a computer for my writing.	54	46	0	0	0
Q27 Before I start writing, I talk to someone about my topic.	32	27	35	5	0
Q28 Before I start writing, I take time to plan what I'm going to write.	76	14	11	0	0
Q29 I work to improve what I write.	70	19	5	5	0
Q30 When I finish writing, I read it and correct my mistakes.	73	27	0	0	0
Q31 I share my good copy with others (e.g., friends, parents).	62	35	3	0	0
Q32 I like to write.	68	24	5	3	0
Q33 I like to write stories.	65	32	0	3	0

Q34	I like to write reports.	49	35	11	5	0
Q35	I like to write poems.	54	35	8	3	0
Q36	I like to write journals or diaries.	78	16	5	0	0
Q37	I like to write letters or cards.	84	16	0	0	0
Q38	I like to write plays.	35	14	8	43	0
Q39	I like to talk to people about what I write.	43	32	24	0	0

## MATHEMATICS

		Yes	Sometimes	No	Don't know	No Response
Q40	Mathematics is fun for me.	76	16	8	0	0
Q41	I am good at mathematics.	70	19	11	0	0
Q42	I do mathematics that is not part of my work for school.	54	24	22	0	0
Q43	I use a calculator to do mathematics.	3	84	14	0	0
Q44	I use a computer to do mathematics.	30	54	16	0	0
Q45	For me, mathematics is easy.	51	38	11	0	0
Q46	I use mathematics to solve problems outside of school.	41	38	16	5	0
Q47	I can understand my mathematic work.	57	35	3	3	3
Q48	I like mathematics.	81	14	3	3	0
Q49	I like doing number questions (+ - x ÷).	84	14	3	0	0
Q50	I like measuring things.	73	19	5	3	0
Q51	I like making patterns.	86	14	0	0	0
Q52	I like building structures.	70	24	5	0	0
Q53	I like drawing graphs, charts or diagrams.	73	27	0	0	0
Q54	I like working with shapes.	78	19	0	3	0
Q55	I like estimating or predicting results.	70	22	3	5	0
Q56	I like solving mathematical problems.	65	19	8	8	0
Q57	I like to talk to people about what I do in mathematics.	49	30	19	3	0

## BACKGROUND

		Girl	Boy	No Response				
Q58	I am a:	51	49	0				
					More than 9 years and 8 months	Between 9 years and 5 months and 9 years and 8 months	Less than 9 years and 5 months	No Response
Q59	I was born in:	35	38	27				0
					Mostly in English	Mostly in another language(s)	As often in English as in another language(s)	No Response
Q60	At home, I speak:	70	8	16				5

### School Response and Plan for Action

We are pleased with our children's performance with 75% performing at or above grade level in math & reading and 82% at or above grade level in writing. In reading 65% of our students perform at level 3 or 4 and in writing 52% are at levels 3 & 4. We would like to see an improvement in math from the 35% performing at levels 3 & 4 and our school plan for this year has focussed on improved math programming throughout the grades. We are also concerned about the fact that girls are out-performing boys significantly in all areas.

(It is important to regard the Grade 3 results in terms of individuals rather than as percentages. Of the 40 students, only one student was fully exempt from the assessment while 3 other students were exempt from the Reading portion of EQAO. In all, 8 students did not complete the reading section of the EQAO, 4 students did not complete the writing portion and 3 students did not complete the math. Of these, one student did not complete testing due to illness and two did not complete due to family holidays. The remainder were all on modified programs and in the process of assessment to determine if they were learning disabled and received (and still do) assistance from the Learning Resource teacher. Of the 40 students, 10 students are not performing at the expected reading level, 7 students are not performing at the expected writing level and 10 students are not performing at the expected level in math. Thus our plan of action will focus on improving the scores for these students, assisting them to achieve their personal best even though that may not meet the provincial standard. The plan will also attempt to maintain or improve the skills of the 30 or so students performing at or above the expected levels in EQAO.)

As a staff we will continue to focus on literacy as well as math skills and will share the results of EQAO and our action plans with the School Council for their approval in February, 1998. These plans have been incorporated into the school plans for the remainder of this year and the next.

We have prepared a graph of our results which is on display in our foyer. We have encouraged parents to review the results of EQAO with us and regularly remind them to discuss all educational concerns with us. We are pleased that our community enjoys a positive, open relationship with the staff and feel free to call and discuss concerns as they arise.

Vice-  
Principal Signature: *Kathryn Birk*

Date: *Jan. 20/98*





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Lisgar Public School

School Address: 110 Anson Ave.

School Phone: 389 1309

School Fax:

Principal: M. Stewart

Grade Levels: JK-5

Enrolment: 291

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

Lisgar school is located in the Lisgar Park community. The school was built in 1963 and an addition was added in the late sixties. Lisgar serves close to 300 students from 8 different language groups with the largest group speaking English. Of the 11% ESL students, Vietnamese and Somalian are the next most frequent home languages. Special Education programs contained at Lisgar include a Developmentally Delayed class and an Orthopaedic class. We have a part time ESL integrated program. The Learning Centre also uses an integration model but runs many withdrawal support programs and sets up a variety of remedial centres run by volunteers, co-op students and Educational Assistants.

Lisgar school grounds are attached to the Lisgar Park which is run by the Region and as a school we work with the Lisgar Park Community Committee to collaborate with the city council to raise money for park improvements like creative playground equipment, bocce courts, sun covers etc.

School focus areas in the last few years have included Reading (implementation of a phonics based approach using the Open Court Reading program), Technology (upgrading teacher skills, implementing new Information Skills & Technology curriculum), and Safe Schools (implementation of Conflict Resolution tools including "I CARE CAT" Social Skills curriculum & Peer Mediation Problem Solving model). Students also participate in a variety of additional extra curricular activities like Swim team, Checkers team, Primary & Junior Choir, Soccer, Volleyball, Calligraphy, Needlepoint etc.

Lisgar enjoys a growing partnership with the School Council which has worked hard to finish a Constitution and Action Plans this year. Parents have been actively involved in presenting an information night for parents on Information Skills, Technology and the new Provincial Report Card. They have participated on school committees like the Peer Mediation Training Team. The input of ideas from school council to school programs is valuable and their support to purchase major items like the computer lab air conditioner is much appreciated.

We are certainly a community of life long learners as our newly adopted logo states. Students, staff and visitors to our school are encouraged to work together to respect the variety of economic, cultural and physical needs we have here.

Lisgar students are given the opportunity to experience a variety of activities that help them to connect their school lives to the real community. Through participation in Jump Rope For Heart, MS Readathon, UNICEF, Neighbor to Neighbor Food Drives and our Buddy Program, our students learn to care about themselves and others.

Board ID:	212
Board Name:	Hamilton, B of E for the City of
School ID:	212129
School Name:	Lisgar Jr PS

Demographics *		Attitudes *	
	(percent saying yes)	Girls	Boys
33 Students in Grade 3			
12% ESL/ESD (English as Second Language/English Skills Development)	I like reading	80%	47%
0% Fully exempt from the assessment	I am good at reading	67%	65%
21% Receiving special education (excluding gifted)	I like writing	80%	65%
47% Boys	I am good at writing	53%	71%
36% Language other than English in the home	I like mathematics	80%	47%
	I am good at mathematics	53%	59%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)	Levels 2,3,4	Levels 3,4	Levels 2,3,4
All students	97% 58%	94% 27%	70% 21%
Girls	100% 73%	100% 27%	67% 20%
Boys	94% 41%	88% 24%	71% 18%
Receiving Special Education (excluding gifted)	86% 43%	100% 0%	29% 0%
Not Receiving Special Education (or gifted)	100% 62%	92% 35%	81% 27%

### School Response and Plan for Action

When we first look at our school data, we can focus on the fact that we do have a large number of students performing at Level 2 and above. (reading 97%, writing 94% and math 70%) If we look at the numbers of students performing at Level 3 and above in reading, we still have 58% of our tested students. (a significantly higher performance by girls than boys is noted) However, the result at Level 3 and above in writing (27%) and in math (21%) does not meet our expectations and as a school further discussion, review and planning will need to occur as we attempt to address these results. It should be noted that 21% of those tested receive Special Education support. None of this group were exempt from the testing and none of this group scored at the Level 3 and above area in either math or writing.

Our school Division teams will be reviewing these results in order to make suggestions to our School Plan committees which will set priorities and develop action plans for the '98-'99 school year. Already, our Resource team has suggested that we look at using a similar model to approach raising math skills as we followed three years ago to target reading skill improvement.

Principal Signature:

*Marilyn Steward*

Date: January 21, 1998





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Lloyd George Public School**

**School Address:** 360 Beach Road  
Hamilton, Ontario,  
L8H 3K4

**Principal:** D. Steele, A. Luxon

**School Phone:** (905)544-1492

**Grade Levels:** JK – 5

**School Fax:**

**Enrolment:** 193

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Lloyd George Public School is located in the Crown Point Community. It is a Compensatory Education school in Hamilton's east end industrial area beside Dofasco. (It is a Junior Kindergarten to Grade 5 school.) The school was built in 1917 and was renovated in 1992. The school serves 193 students with English as their language spoken in the home. The Special Education Programs and the Learning Centre promotes integration and a small group withdrawal for intensive remediation. The special class for Behavioural exceptionalities utilizes integration where appropriate.

Crown Point Community Council offers recreational activity and crafts programs twice a week in the evening for children in the community ages 5 – 12 years. A breakfast nourishment program organized by the Crown Point Community Council is also available in the morning before school begins for children in the area.

School priorities in the past few years have included a focus on social skills (Second Step Program), Zero Tolerance and Safe Schools (conflict resolution). There is an ongoing priority for curriculum development with concrete learning skills to reflect the special needs of the students.

Lloyd George school enjoys a healthy partnership with the School Council, with all working to achieve our common goals. Parents also serve on many committees and assist at many functions where their input, expertise and support is invaluable.

We are a community of life long learners who work together to respect our different economics and physical needs.

Our students are given the opportunity to experience a variety of activities to support them in their school life.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212130  
 School Name: Lloyd George PS

### Demographics \*

28	Students in Grade 3			
0%	ESL/ESD (English as Second Language/English Skills Development)			
0%	Fully exempt from the assessment			
32%	Receiving special education (excluding gifted)			
41%	Boys			
0%	Language other than English in the home			

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	82%	50%
I am good at reading	27%	38%
I like writing	100%	62%
I am good at writing	45%	31%
I like mathematics	64%	69%
I am good at mathematics	27%	44%

### Overall Achievement

(percent of evidence of performance at the level)	Reading	Writing	Mathematics
	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	57% 25%	71% 21%	43% 0%
Girls	64% 55%	82% 45%	36% 0%
Boys	56% 6%	69% 6%	50% 0%
Receiving Special Education (excluding gifted)	22% 11%	56% 11%	11% 0%
Not Receiving Special Education (or gifted)	74% 32%	79% 26%	58% 0%

### **School Response and Plan for Action**

From an initial viewing of the data, the majority of the students are performing at level 2 and above (57% in reading, 71% in writing). The performance in level 2 and above in mathematics (43%) is not meeting our expectations and possible reasons and solutions will need further analysis and discussion. Of interest is the better performance of girls than boys at level 2 or better in reading (64% for girls and 56% for boys) yet in mathematics, there were more boys at level 2 or better than girls (50% boys, 36% girls).

The school staff plan to meet after school and as part of a P.A. day to discuss these results and their meaning for programs and instruction at Lloyd George School. The plans will be shared, discussed and approved by our School Council. The Action Plans developed by the middle of February will include specific recommendations to be implemented during the 98-99 school year with a review of progress during June 1999.

Parents are encouraged to meet with their child's classroom teacher to discuss this Report and its implications for classroom practice. The school's Plan for Action process is open to any parent who wishes to be involved. Please contact the on-site administrator's office for further details.

#### **PLAN FOR ACTION**

##### **Reading**

That teachers use a variety of individual and group approaches to teach skills and to extend students' understanding of what they've read (eg., recognizing main ideas and supporting detail, dramatizing the story writing to express their understanding).

##### **Writing**

That teachers give students detailed feedback, both orally and in writing, about early stages and drafts of their writing and monitor improvements in subsequent efforts.

That teachers give students instruction and practice in correcting and revising both the organization and the conventions of their own writing.

##### **Mathematics**

That teachers distribute time that they spend on mathematics across all five strands so that all of the concepts and procedures are taught.

That teachers regularly integrate activities that involve mathematics across all subject areas in the school.

The school action plan will also include a focus to integrate Computer Technologies and Information Skills as a vehicle to enhance student confidence, competence and performance in reading, writing, mathematics.

Principal Signature:



Date: January 20, 1998





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Memorial Public School**

**School Address:** 1175 Main St. East  
Hamilton, Ont. L8M 1P3  
**School Phone:** (905) 549-3095  
**School Fax:** (905) 549-3105

**Principal:** C.W. Waterman  
**Grade Levels:** JK to grade 8  
**Enrolment:** 720  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Memorial School is located between an industrial area in the east part of the city and the escarpment. It is at the intersection of Ottawa St. and Main St. The school was built in 1919 at the end of the First World War. There was a new addition built in 1994 and several minor changes but the building remains much as it was when first opened by the Prince of Wales.

Some of the students at Memorial stay here for all their elementary schooling and students from A.M. Cunningham begin as they enter Middle School. We register several new students every month and our enrolment has grown from 705 at the end of September to the current enrolment of 720. Many members of our school community have lived in this area for several generations and some have just recently arrived from other areas of the city. A very small number of our students speak a language other than English at home and only 3 non-English speaking students from other countries have enrolled this year. There are a number of native families who live within our school boundaries.

Memorial School has a School Council and a Home and School Association. Representatives from both groups are active members of a variety of school committees such as Budget, Trip Policy and Safe School Review. The two groups meet on the same night and have instituted a common time to become more informed about specific topics (e.g. Computers and Technology) and provincial directions (e.g. Provincial Report card and Expectations in each grade for Math and Language).

Special Education needs are met in a Learning Centre staffed by 3 Learning Resource teachers and 2.5 Educational assistants. Students who are at risk or deemed exceptional receive support in the Learning Centre or in their own classroom. Memorial also has a Junior S.L.D. and an Intermediate Comprehensive class for students who have been deemed exceptional. There are over 50 regular class and special class students at Memorial school.

Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212131

School Name: Memorial PS

### Demographics \*

58 Students in Grade 3

5% ESL/ESD (English as Second Language/English Skills Development)

0% Fully exempt from the assessment

12% Receiving special education (excluding gifted)

38% Boys

10% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	91%	58%
I am good at reading	73%	67%
I like writing	77%	64%
I am good at writing	64%	50%
I like mathematics	68%	56%
I am good at mathematics	59%	56%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	95% 59%	93% 50%	79% 17%
Girls	95% 68%	91% 73%	95% 23%
Boys	94% 53%	94% 36%	69% 14%
Receiving Special Education (excluding gifted)	86% 29%	71% 14%	57% 14%
Not Receiving Special Education (or gifted)	96% 63%	96% 55%	82% 18%

### School Response and Plan for Action

In our school, 95% of all students scored at or above Level 2 in Reading; 93% at or above Level 2 in Writing; and 79% at or above Level 2 in Mathematics. All divisions within the school have looked at the results at each level. Our results are quite consistent with Ontario and Hamilton results with some notable exceptions. More of our students are performing at Level 3 in Reading and Writing than the city or provincial average. Fewer students are performing at Level 3 in Mathematics and more are achieving results in Level 2. We will need to continue to look for possible reasons and find ways to ensure the same success for students in Mathematics as they have had in Reading and Writing. The students at Memorial school must be challenged to extend their math skills and be able to apply those skills to solve a wide variety of problems.

Mathematics has been a focus on the school plan for the last three years. The Teaching – Learning Strategies Team has been working to organize and develop a plan for using math manipulatives to support and expand math programs in all classes. Teachers meet in grade teams monthly to plan and share strategies in all curriculum areas. They will be discussing practical applications for math (such as board and card games) and adding those to our plan for noonhour activities. Teaching staff is continuing to adjust to the new Provincial Report and the Ontario Curriculum. They are using a variety of tools to assess student performance and plan an effective program that covers all strands in Mathematics. We will review the current plan at the end of the school year and begin to look at what needs to be implemented in the school year 1998-99.

Results will be shared with the School Council and Home and School. Other members of the community will be invited to attend and become involved. We welcome community comments or questions at any time and encourage all parents to play an active role in their child's education.

Principal Signature:

CW Waterman

Date: 1998 01 21





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Mountview Public School**

**School Address: 59 Karen Crescent**

**School Phone: 388 - 1677**

**School Fax: 388-4706**

**Principal: Mr. J. McCaughey**

**Grade Levels: JK – Gr. 5**

**Enrolment: 281**

**Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631**

**School Profile**

Mountview School is an elementary school located on the west mountain. The student population is 281 of which 45 students participated in the provincial assessment. Students possess an extremely diverse range of academic, cultural and socio-economic backgrounds. Almost 50% of Mountview students are bussed. The school now services an increased proportion of more mobile families residing in higher density housing such as apartments and townhouses. The community is very supportive and is increasingly involved in many aspects of school life.

School planning has focused in three major areas –

1. Program –Reading ...establishing the Open Court reading programme.
  - Writing ...piloting GO writing
  - Mathematics ... investigating problem solving
2. Safe Schools -...peer mediation and Social Skills
3. Technology -... keyboarding and computer skills

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212132  
 School Name: Mountview Jr PS

### Demographics \*

45 Students in Grade 3  
 2% ESL/ESD (English as Second Language/English Skills Development)  
 2% Fully exempt from the assessment  
 24% Receiving special education (excluding gifted)  
 52% Boys  
 13% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	91%	86%
I am good at reading	70%	81%
I like writing	78%	71%
I am good at writing	74%	57%
I like mathematics	57%	76%
I am good at mathematics	52%	71%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	80% 51%	89% 36%	71% 24%
Girls	83% 57%	96% 43%	61% 22%
Boys	81% 48%	86% 29%	86% 29%
Receiving Special Education (excluding gifted)	36% 9%	55% 0%	27% 0%
Not Receiving Special Education (or gifted)	94% 65%	100% 47%	85% 32%

### School Response and Plan for Action

At Mountview,

- 80% of students scored at or above Level 2 in Reading,
- 89% of students scored at or above Level 2 in Writing,
- 71% of students scored at or above Level 2 in Mathematics.

Overall, the staff was pleased with the number of students performing at grade level and above. Significantly 24 % of our students receive special education assistance. Two areas that need further analysis are the lower scores in the Mathematics area and the girls' attitude towards mathematics.

Upon receipt of the individual scores last June, the Gr. 3 teachers met at a DART meeting to fine tune Mountview's remedial programming for the high risk students.

In the whole school context, the program thrust of the school plan continued its major focus on reading as well as initiating new areas within writing and mathematics. (See school profile section). As an integrated component, individual staff growth plans identified specific learning outcomes in at least one of the 3 program areas.

The School Council discussed the 3 tiered results and recommended specific communication strategies. Parents have been encouraged to meet with their child's teacher to discuss the implications for future programming.

More specific information is available through contacting the principal, J. McCaughey.

Principal Signature:

*J. McCaughey*

Date:

*January 19, 1993*





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Norwood Park Public School**

**School Address:** 165 Terrace Drive  
Hamilton, Ontario L9A 2Z2  
**School Phone:** (905) 575-9808  
**School Fax:**

**Principal:** Mrs. Terry Gallagher  
**Grade Levels:** S.K.-8  
**Enrolment:** 372  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Norwood Park School is a single-track French Immersion School located on Terrace Drive in the central mountain area just east of Upper James. As it is a French Immersion school parents must provide transportation for their children to attend the school. Norwood is an S.K. to Grade 8 school, which serves 372 students. The students at Norwood receive instruction in French in all subject areas in S.K. and Grade 1. The formal instruction of English Language Arts begins in Grade 2 (approximately 35 minutes/day) and increases incrementally. By the end of Grade 8 students receive 50% instruction in French and 50% in English.

There are 20 exceptional students – 15 gifted and 5 S.L.D. Our special education students are all integrated in regular classes and receive support where needed by the classroom teacher and the learning resource teacher. Student support can be given through “withdrawal” in small groups or “within” the classroom context.

The school shares space with the First Base Program and abuts the community park sharing recreational facilities. In spring the community grounds are in use for baseball.

School priorities for the last few years have been Safe Schools (implementation of the policy) and outcome-based learning as set out by the Ministry of Education. The students and staff are involved in a wide variety of extra-curricular activities. Our students always achieve well at these activities and receive strong parental and staff support.

Norwood enjoys a positive partnership with its School Council as all members strive to support the school in reaching its outcomes as outlined in our school plan. Parents are presently working on School Plan Committees, assist in planning curriculum evenings, and volunteer in the school on a regular basis.

Norwood is a community of learners who understand the value of learning Canada's two official languages—English and French. Staff, students and parents work together for the success of all students.

Board ID: 212  
Board Name: Hamilton, B of E for the City of  
School ID: 212133  
School Name: Norwood Park E S

Demographics *		Attitudes *	
		(percent saying yes)	
34	Students in Grade 3	I like reading	Girls 86% Boys 75%
0%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	64% 75%
0%	Fully exempt from the assessment	I like writing	68% 42%
47%	Receiving special education (excluding gifted)	I am good at writing	45% 33%
65%	Boys	I like mathematics	64% 75%
21%	Language other than English in the home	I am good at mathematics	55% 67%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	97% 62%	91% 62%	85% 24%
Girls	95% 59%	91% 59%	82% 23%
Boys	100% 67%	92% 67%	92% 25%
Receiving Special Education (excluding gifted)	94% 62%	88% 56%	75% 12%
Not Receiving Special Education (or gifted)	100% 61%	94% 67%	94% 33%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff is pleased with the numbers of students performing at levels 2 and above (reading 97%, writing 91% and math 85%). The numbers performing at level 3 and above in mathematics (24%) are not meeting our expectations. We have, therefore, begun to implement an improved math program, *Interactions*, which will allow our students to perform competently in the five strands of mathematics in addition to using a problem solving model as a premise to meeting the expectations in those strands. The program encourages pupils to become flexible in examining and resolving realistic problems not only by applying and verifying various strategies, but also by promoting cooperative group skills.

Journalling needs to be developed to teach pupils to reflect on concepts and demonstrate mathematical reasoning in both illustrated and written forms. It is, therefore, necessary as well that pupils become fluent in the language of mathematics both in French and English.

The number of pupils performing at level 3 and above in reading (62%) and writing (62%) is satisfactory, considering that these pupils had received only 1.6 years of formal English instruction at the time of the assessment. Since we do strive for excellence, however, in reading we have planned to intensify our focus on using features of text and higher level comprehension skills. We will focus also on the writing process to train pupils in story-mapping and in peer and self-editing to develop ideas and to correct writing conventions.

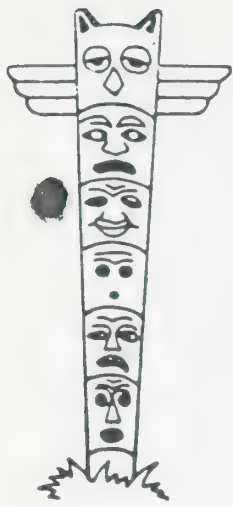
Staff will meet to plan and review the implementation process on a regular basis and this will be shared with the school council.

Principal Signature: *Mrs. T. Gallagher*

Date: *Jan. 19 '97*

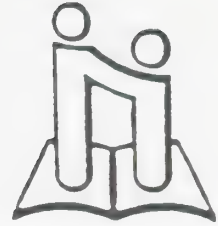






## PARKDALE PUBLIC SCHOOL

...a good place to be



139 PARKDALE AVE., NORTH  
HAMILTON, ONTARIO  
L8H 5X3

TELEPHONE (905) 545-6216

Parkdale School is situated in the north-east end of the Lower City, is a Compensatory Education School with a small mobility factor of 12-15%, and approximately 24% on subsidized income. Population is relatively stable and not considered in a transient situation. Most families live in single family dwellings with some subsidized housing and apartment buildings.

The school just celebrated its 50th anniversary. The present student population is approximately 270 including 31 Grade 3 students who participated in the performance based testing. 32% of the students receive Special Education support and 10% of the students receive ESL/ESD support.

The school is one of two schools in the city which operates a Community School Programme after hours two nights a week with some additional rentals taken by local groups on other evenings. This past year Chedoke Child and Family has been offering a Community Parent Education Programme (COPE). Attendance has been excellent with upwards of 40 parents involved.

School priorities in the last few years have included a focus on the Common Curriculum (Ontario Curriculum) specifically in the Language and Math as we introduce a new report card, reporting system, and centralized curriculum. A Social Skill Program and Behaviour Code (Zero Tolerance) continue to be maintained. The staff is committed to further development of the Learning Centre as we monitor students with special needs and students requiring additional support. Parkdale School has established a School Council which continues to develop as it is given more direction from the provincial government.

From the initial cursory viewing of school data, staff are pleased with the number of students performing at levels 2 and above in the performance based testing over the 10 days. Reading 81%, Writing 87% and Mathematics 81%. The numbers performing at level 3 and above in Reading were 45% , Writing 32% and Mathematics 29%.

Board ID: 212  
Board Name: Hamilton, B of E for the City of  
School ID: 212134  
School Name: Parkdale Jr PS

### Demographics \*

31 Students in Grade 3  
10% ESL/ESD (English as Second Language/English Skills Development)  
0% Fully exempt from the assessment  
32% Receiving special education (excluding gifted)  
48% Boys  
26% Language other than English in the home

Attitudes \*  
(percent saying yes)

	Girls	Boys
I like reading	73%	75%
I am good at reading	60%	75%
I like writing	73%	69%
I am good at writing	60%	75%
I like mathematics	53%	62%
I am good at mathematics	47%	62%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	81% 45%	87% 32%	81% 29%
Girls	87% 67%	87% 53%	80% 47%
Boys	75% 25%	88% 12%	81% 12%
Receiving Special Education (excluding gifted)	50% 20%	60% 20%	80% 10%
Not Receiving Special Education (or gifted)	95% 57%	100% 38%	81% 38%

# Summary of Grade 3 Provincial Assessment Results, 1996-97

		Receiving Special Education Assistance					
ESL/ESD		Exempt	No Data	Level 1	Level 2	Level 3	Level 4
Ontario	10%						
Hamilton	12%						
School	10%				32%		
Ontario	Reading						
Hamilton	Reading						
School	Reading						
Ontario	Writing						
Hamilton	Writing						
School	Writing						
Ontario	Mathematics						
Hamilton	Mathematics						
School	Mathematics						

Parkdale School continues to recognize the need to further develop the reading conventions, i.e., word attack skills, phonics decoding, etc., to encourage better written and oral comprehension and listening skills. Collectively, the staff is focussing on recognizing new ideas and supporting detail, i.e., written and oral comprehension in Reading.

The Writing to Read program and most recently Writing to Read "2000" will continue to assist students in developing reading and writing skills at the primary division.

Concerning Mathematics, the problem solving process will be continuously monitored across all grade levels. Teachers are striving to distribute time across all 5 strands so that all concepts and procedures are taught.

Parents are most supportive in the Parkdale Community and will be encouraged to become more involved in follow up reviews and drills to further consolidate concepts learned by their children.

This report and results will be shared with the Parkdale School Council. Staff will continue to meet during the year to evaluate student progress. The grade 3 classes in particular will be monitoring student learning as we approach the testing in May.

*Principal*  
*DW Lister*



**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**PAULINE JOHNSON Public School**

**School Address:** 25 Hummingbird Lane  
Hamilton

**School Phone:** 388-1761

**School Fax:** 388-1761

**Principal:** Frank Kovacs

**Grade Levels:** JK—Gr. 5

**Enrolment:** 389

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Pauline Johnson School, built in 1967, is located in the "Birdland" community of the central Hamilton mountain. The school has an enrolment of 389 junior kindergarten to grade five students. P. J. is a multi-cultural school with a wide variety of ethnic backgrounds. About 10-15% of our students require support from an English As A Second Language (E.S.L.) teacher. Pauline Johnson has an active Special Education program which includes a primary Speech and Language class, Learning Resource Teacher, E.S.L. and classroom support.

The school has a YMCA before and after school daycare program. We share campuses with Cardinal Heights Middle School. This year, the two schools have started a co-op program involving grade eight students from Cardinal. Support for Pauline Johnson is provided in the JK, primary and junior classrooms, junior physical education and the library resource room programs.

We have two active parent organizations—the Parent Teacher Association (P.T.A.) and School Council. Both groups are involved in supporting the school and student programs through various activities, including membership on committees, such as the Safe Schools and Meet-the-Teacher Committees.

School Priorities over the last few years have included the new Ministry curriculum, social skills, parent involvement and computers. This year, one of our main initiatives involves a review of our discipline code and related policies and programs by our Safe Schools Committee.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212135  
 School Name: Pauline Johnson PS

### Demographics \*

48 Students in Grade 3  
 15% ESL/ESD (English as Second Language/English Skills Development)  
 2% Fully exempt from the assessment  
 40% Receiving special education (excluding gifted)  
 40% Boys  
 10% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	84%	61%
I am good at reading	63%	46%
I like writing	74%	75%
I am good at writing	68%	57%
I like mathematics	47%	43%
I am good at mathematics	32%	36%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	98% 73%	96% 71%	88% 46%
Girls	100% 84%	100% 79%	95% 42%
Boys	100% 68%	96% 68%	86% 50%
Receiving Special Education (excluding gifted)	95% 53%	89% 53%	68% 32%
Not Receiving Special Education (or gifted)	100% 86%	100% 83%	100% 55%

### School Response and Plan for Action

The results for Pauline Johnson School are very encouraging. The number of students performing at or above grade level (levels 3 and 4) for language are as follows:

Reading....73%                      Writing....71%

If we include level 2, those students almost at grade level, the percentages are as follows:

Reading....98%                      Writing....96%

The mathematics results for levels 3 and 4 are significantly above both the city and provincial averages (46%) but this is certainly an area of focus for our school. If the results for level 2 are included, the result jumps to 88%.

Of the 47 students tested, 7 (15%) received E.S.L. support while 19 (40%) received remedial support from the special education team. The results for the special needs students only, in levels 2,3,4 were:

Reading....95%                      Writing....89%                      Mathematics....68%

As part of the school planning process, these results will be shared and discussed with parents and staff. Strategies will be developed and implemented in order to build on the obvious strengths in language. Remedial strategies will be a focus in the mathematics area. The action plans will be monitored and reviewed by the end of this school year. Modifications will be made, as required.

Principal Signature:



Date: 98-01-14





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Peace Memorial Public School**

**School Address:** 75 East 36<sup>th</sup> St.,  
Hamilton, Ontario, L8V 3Z2  
**School Phone:** (905) 387-5165  
**School Fax:**

**Principal:** Mrs. Catherine Youngblud  
**Grade Levels:** JK-Grade 5 (English) and S. K. to Grade 5 (French Im.)  
**Enrolment:** 310 students  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Peace Memorial Public School is located on the east mountain. The school was built in 1919 and additions made in 1948 and 1952. The school serves over 300 students. It is a dual track school that offers a regular programme and a French Immersion programme. The community predominantly has English as its first language. Special Education Programs, including the Learning Centre have a strong emphasis on integration.

The school is housing two programmes Kinder Care and First Base that are run by the Y.M.C.A. School priorities in the last few years have included a focus on Health and Safety (Zero Tolerance, conflict resolution, social skills and Peer Mediators programmes), literacy and numeracy (information nights on new Ministry and Board documents), computer skills (ongoing inservices and pilot testing of Board curriculum). The staff and community value and support a variety of co-curricular and extra-curricular activities.

Peace Memorial Public School enjoys a healthy partnership with its School Advisory Council and its Home and School, with all working hard to achieve our common goals. A strong volunteer programme supports the school. Parents also serve on many committees and assist at many functions where their input, expertise and support is invaluable.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs.

Our students are given the opportunity to experience a variety of activities to support them in their school life.

Board ID: 212  
Board Name: Hamilton, B of E for the City of  
School ID: 212136  
School Name: Peace Memorial Jr PS

### Demographics \*

40 Students in Grade 3  
2% ESL/ESD (English as Second Language/English Skills Development)  
0% Fully exempt from the assessment  
15% Receiving special education (excluding gifted)  
46% Boys  
10% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	61%	67%
I am good at reading	44%	67%
I like writing	56%	43%
I am good at writing	56%	38%
I like mathematics	50%	52%
I am good at mathematics	50%	52%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	70% 38%	70% 32%	68% 22%
Girls	72% 44%	61% 33%	72% 28%
Boys	67% 33%	76% 33%	62% 14%
Receiving Special Education (excluding gifted)	50% 0%	50% 0%	50% 0%
Not Receiving Special Education (or gifted)	74% 44%	74% 38%	71% 26%

\*Results are not reported where the number of students in a category is fewer than 5.  
212 Hamilton, B of E for the City of 212136

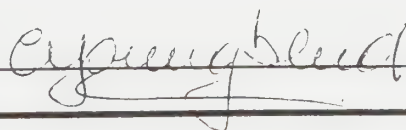
### School Response and Plan for Action

An initial, cursory viewing of the school data shows that 70% of our students score at levels 2 and above in reading, 70% in writing and 68% in mathematics. The numbers performing at level 3 and above in reading (38%), in writing (32%) and math (22%) are not meeting our expectations and possible reasons and solutions will need further analysis and discussion. Of interest is the significantly better performance of girls over boys in the areas of reading and mathematics.

The school staff plans to meet to discuss these results and their meaning for programs and instruction at Peace Memorial School. The plans will be shared, discussed and approved by our School Advisory Council. The Action Plans developed by the end of February, 1998 will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during June 1999.

In June, parents were encouraged to meet with their child's classroom teacher to discuss individual students' results. They will be invited to a public meeting this spring to review this report and its implications for classroom practice. In Grade 3 last year, quite a few students were receiving remediation and did so in the earlier Primary grades. The results will be reviewed with the Junior teachers and will serve as a basis to address development of language and mathematics skills. The different school teams will carry on to offer inservices to the staff to enable all teachers to have the tools to support and enhance the skills of students experiencing difficulties. Areas of need will be emphasized and will appear on unit tracking/planning sheets. While this assessment evaluates only some aspects of achievement, there is recognition from staff that continued attention needs to be given in the areas of linguistic awareness, reading recovery and mathematics skills. Please contact the Principal's office for further details.

Principal's Signature:



Date: 1998 01 19

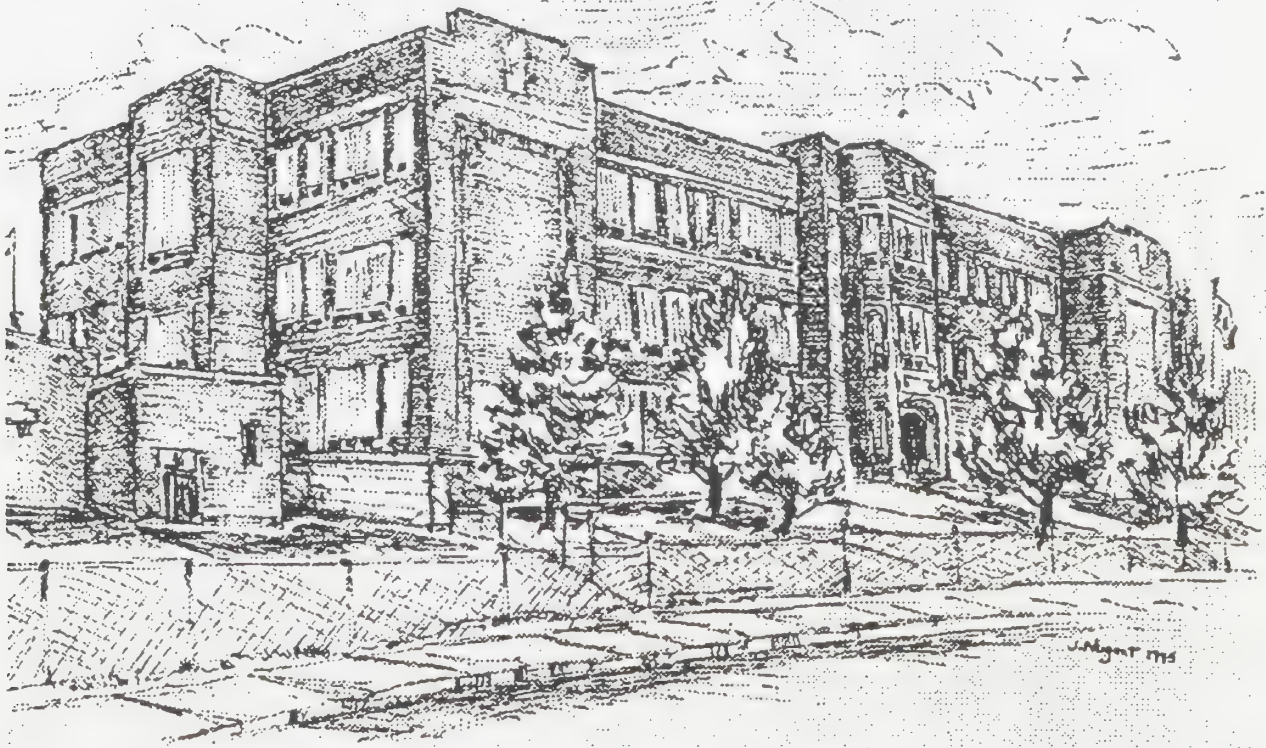




SCHOOL REPORT ON THE EQAO  
GRADE 3 ASSESSMENT  
OF READING, WRITING and MATHEMATICS  
1996-97

*Prince of Wales School*

*Prince of Wales*



January 21, 1998



**School Report on the Grade 3 Assessment  
of Reading , Writing and Mathematics, 1996-97  
for Prince of Wales School**

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## SECTION I: SCHOOL ENVIRONMENT

### 1.1 Purpose of Report

The purpose of this report is to summarize the results of the Education Quality and Accountability Office (EQAO) grade 3 assessment of reading, writing, and mathematics (1996-97) for Prince of Wales School.

### 1.2 School Environment

The beginning of Hamilton's Prince of Wales School was discussed at the Hamilton Board of Education trustee's meeting in January 1921. On May 4, 1996 Prince of Wales School celebrated 75 years of serving the students and community in our area. As of January 21, 1998, the student enrollment of Prince of Wales School is 685. On September 5, 1922, 930 students were registered.

Prince of Wales School is 1 of 17 compensatory schools in the Hamilton Board of Education. Prince of Wales School meets the needs of a varied student population from ~~junior kindergarten to grade 8~~. There are strong family ties within the school and older siblings are often seen to accept a lot of responsibility for the younger members of their family. Prince of Wales School has 2.5 ESL teachers. Special education programming is provided using a learning centre format at the primary, junior, and intermediate levels. We also have an intermediate comprehensive class. DART processes are used extensively to address academic and behavioural concerns. Numerous extra-curricular opportunities include house league programs, school teams, junior choir, a primary-junior computer club, and our gold award winning jazz and concert bands!

School plan initiatives reflect school specific needs, as well as board and provincial requirements. The four primary areas of our 1997-98 school plan are: delivery of special education programming (i.e., the new 0.5 learning centre will be fully functional and interfaced with existing program); social skills (i.e., decrease the number of aggressive behaviours amongst students); the new Ontario Curriculum (i.e., parents will have a basic understanding of the new reporting method); and computers (i.e., 100% of students will use computers each week).

The staff feels very positive about the involvement of parents in all aspects of our school. School Council members are key partners in our school community.

## SECTION II: READING RESULTS BY INDICATORS

2

### 2.1 Positive Findings

Table 2.1 (page 6) summarizes the overall reading, writing, and mathematics achievement while Table 2.2 (page 7) summarizes the reading performance levels by performance indicators. For comparison purposes, both tables provide information at the school, board, and provincial levels. In terms of overall achievement, 64% of our students are at Level 2 and above. In terms of reading performance levels by performance indicators, the following results are positive:

- 68% showed evidence of Level 2 and above in understanding the text/reading material;
- 64% showed evidence of Level 2 and above in connecting the text to other knowledge and experiences; and
- 62% showed evidence of Level 2 and above in using the connections/features of the text.

### 2.2 Findings That Cause Concern

~~Two areas are cause for concern.~~ First, overall reading achievement is below both board (64% versus 81% for Level 2 and above and 27% versus 50% for Level 3 and above) and provincial (64% versus 80% for Level 2 and above and 27% versus 50% for Level 3 and above) results in all areas. (This difference appears to diminish when comparing those students not receiving special education. For example, 76% of our students not receiving special education showed evidence of Level 2 and above compared to 88% for the board and 87% for the province.) Performance levels are also below both board and provincial averages for the performance indicators.

Second, less than half of our students are at Level 3 and above in terms of overall achievement (28%) and performance indicators. The following results are of concern:

- 30% (compared to 51% for both the board and the province) showed evidence of Level 3 and above in understanding the text/reading material;
- 33% (compared to 51% for both the board and the province) showed evidence of Level 3 and above in connecting the text to other knowledge and experiences; and
- 26% (compared to 49% for the board and 50% for the province) showed evidence of Level 3 and above in using the connections/features of the text.

### 2.3 Other Findings

The following findings are specific to Prince of Wales School:

- 13% more girls than boys showed evidence of Level 2 and above;
- 11% more girls than boys showed evidence of Level 3 and above;
- 29% of students receiving special education show evidence of Level 2 and above;
- 7% of students receiving special education show evidence of Level 3 and above;

- 76% of the students not receiving special education show evidence of Level 2 and above; and
- 34% of the students not receiving special education show evidence of Level 3 and above.

### SECTION III: WRITING RESULTS BY INDICATORS

#### **3.1 Positive Findings**

Of the three areas tested, the results of the writing assessment are the strongest at Prince of Wales School. Table 2.1 (page 6) summarizes the overall reading, writing, and mathematics achievement while Table 3.1 (page 8) summarizes the writing performance levels by performance indicators. For comparison purposes, both tables provide information at the school, board, and provincial levels. In terms of overall achievement, 71% of our students are at least Level 2 and above. In terms of writing performance levels by performance indicators, the following results are positive:

- 71% showed evidence of Level 2 and above using writing forms (stories and letters);
- 73% showed evidence of Level 2 and above using organizing ideas/information; and
- 65% showed evidence of Level 2 and above using writing conventions.

#### **3.2 Findings That Cause Concern**

As was the case with the reading results, two areas are cause for concern. First, overall writing achievement is below both board (71% versus 81% for Level 2 and above and 13% versus 35% for Level 3 and above) and provincial (71% versus 82% for Level 2 and above and 13% versus 39% for Level 3 and above) results in all areas. This difference increases when Level 3 and above columns are compared. Prince of Wales results approach board (78% versus 86%) and provincial (78% versus 87%) results when those students not receiving special education are compared. It may prove interesting to add an "at risk" category (i.e., students who are weak academically but not officially deemed as having a learning disability) for our students. An "at risk" category may explain why our results are lower. Performance levels are also below both board and provincial averages for the performance indicators.

Second, only 13% of our students are at Level 3 and above in terms of overall achievement and performance indicators. The following results are of concern:

- 7% (compared to 35% for the board and 39% for the province) showed evidence of Level 3 and above in using writing forms (stories and letters);
- 13% (compared to 36% for the board and 41% for the province) showed evidence of Level 3 and above in organizing ideas/information; and
- 25% (compared to 35% for the board and 39% for the province) showed evidence of Level 3 and above in using writing conventions.



The following findings are specific to Prince of Wales School:

- 15% more girls than boys showed evidence of Level 2 and above;
- 13% of both girls and boys showed evidence of Level 3 and above;
- 50% of students receiving special education showed evidence of Level 2 and above;
- 0% of students receiving special education showed evidence of Level 3 and above;
- 78% of students not receiving special education showed evidence of Level 2 and above;
- 17% of students not receiving special education showed evidence of Level 3 and above.

## **SECTION IV: MATHEMATICS RESULTS BY INDICATORS AND STRANDS**

### 4.1 Positive Findings: Indicators

Mathematics was the weakest of the three areas assessed for our school. Table 2.1 (page 6) summarizes the overall reading, writing, and **mathematics** achievement while Table 4.1 (page 9) summarizes the mathematics performance levels by performance indicators. For comparison purposes, both tables provide information at the school, board, and provincial levels. In terms of overall achievement, 53% of our students are at Level 2 and above. In terms of mathematics performance levels by performance indicators, the following results are approaching positive:

- 55% showed evidence of Level 2 and above in understanding mathematical concepts;
- 56% showed evidence of Level 2 and above in applying procedures; and
- 49% showed evidence of Level 2 and above in communicating in mathematics.

### 4.2 Findings That Cause Concern: Indicators

Two areas are cause for concern. First, overall mathematics achievement is below both board (53% versus 75% for Level 2 and above and 9% versus 32% for Level 3 and above) and provincial (53% versus 76% for Level 2 and above and 9% versus 33% for Level 3 and above) averages. Comparing our school's results to the board and provincial results based on those students not receiving special education does not appear to improve our relative results significantly. Performance levels are also below both board and provincial results for the performance indicators.

Second, only 9% of our students are at Level 3 and above in terms of overall achievement. The following results are of concern:

- 17% (compared to 35% for the board and 36% for the province) showed evidence of Level 3 and above in understanding mathematical concepts;
- 7% (compared to 32% for the board and 33% for the province) showed evidence of Level 3 and above in applying procedures; and



- 11% (compared to 29% for the board and 31% for the province) showed evidence of Level 3 and above in communicating in mathematics.

#### **4.3 Other Findings: Indicators**

The following results are specific to Prince of Wales School:

- 4% more boys than girls showed evidence of Level 2 and above;
- 6% more boys than girls showed evidence of Level 3 and above;
- 21% of students receiving special education show evidence of Level 2 and above;
- 0% of students receiving special education show evidence of Level 3 and above;
- 63% of students not receiving special education show evidence of Level 2 and above;
- 12% of students not receiving special education show evidence of Level 3 and above.

#### **4.4 Findings Specific to the Mathematics Strands**

Table 4.2 (page 10) summarizes mathematics achievement by the five strands. Unfortunately, our school's results are lower than both board and provincial results. Patterning and Algebra appear to be our strongest strand.

The following results apply to students showing evidence of Level 2 and above:

- 59% of our students are at Level 2 and above in number sense and numeration compared to 77% for both the board and the province;
- 51% of our students are at Level 2 and above in geometry and spatial sense compared to 76% for both the board and the province;
- 45% of our students are at Level 2 and above in measurement compared to 70% for the board and 72% the province;
- 69% of our students are at Level 2 and above in patterning and algebra compared to 79% for the board and 78% the province; and
- 60% of our students are at Level 2 and above in data management and probability compared to 80% for the board and 79% the province.

The following results apply to students showing evidence of Level 3 and above:

- 17% of our students are at Level 3 and above in number sense and numeration compared to 37% for the board and 38% for the province;
- 11% of our students are at Level 3 and above in geometry and spatial sense compared to 31% for the board and 33% for the province;
- 9% of our students are at Level 3 and above in measurement compared to 29% for the board and 31% the province;
- 22% of our students are at Level 3 and above in patterning and algebra compared to 35% for the board and 36% the province; and
- 22% of our students are at Level 3 and above in data management and probability compared to 35% for the board and 36% the province.

Table 2.1 Overall Achievement, Reading, Writing, and Mathematics: Percentage of Grade 3 Students at Specified Levels

	P.O.W. Levels 2, 3,4	P.O.W. Levels 3,4	Hamilton Levels 2,3,4	Hamilton Levels 3,4	Provincel Levels 2,3,4	Province Levels 3,4
READING						
All students	64%	27%	81%	50%	80%	50%
Girls	70%	33%	84%	57%	85%	58%
Boys	57%	22%	80%	45%	78%	45%
ESL/ESD	-	-	72%	35%	61%	32%
Non-ESL/ESD	-	-	82%	52%	82%	52%
Receiving Spec. Ed.,	29%	7%	53%	25%	43%	15%
Not Receiving Spec. Ed.	76%	34%	88%	56%	87%	57%
WRITING						
All students	71%	13%	81%	35%	82%	39%
Girls	80%	13%	85%	44%	88%	49%
Boys	65%	13%	80%	27%	79%	32%
ESL/ESD	-	-	76%	25%	68%	26%
Non-ESL/ESD	-	-	82%	36%	83%	40%
Receiving Spec. Ed.	50%	0%	60%	18%	52%	10%
Not-Receiving Spec. Ed.	78%	17%	86%	39%	87%	45%
MATHEMATICS						
All students	53%	9%	75%	32%	76%	33%
Girls	53%	7%	77%	34%	80%	36%
Boys	57%	13%	75%	31%	76%	32%
ESL/ESD	-	-	69%	25%	64%	25%
Non-ESL/ESD	-	-	76%	33%	77%	34%
Receiving Spec. Ed.	21%	0%	56%	18%	48%	11%
Not Receiving Spec. Ed.	63%	12%	79%	35%	82%	38%

Table 2.2 Reading: Percentage of Grade 3 Students at Each Level

Performance Indicators	Exempt	No Data	Performance Level				Levels	
			1	2	3	4	2,3,4	3,4
Understanding the text/reading material								
P.O.W. Hamilton Province	0%	5%	25%	38%	25%	5%	68%	30%
	4%	6%	9%	30%	34%	17%	81%	51%
	6%	5%	9%	29%	34%	17%	80%	51%
Connecting the text to other knowledge and experience.								
P.O.W. Hamilton Province	0%	16%	20%	31%	29%	4%	64%	33%
	4%	7%	9%	30%	33%	18%	81%	51%
	6%	6%	9%	28%	33%	18%	79%	51%
Using the conventions/features of the text.								
P.O.W. Hamilton Province	0%	15%	24%	36%	24%	2%	62%	26%
	4%	6%	10%	31%	34%	15%	80%	49%
	6%	5%	10%	29%	34%	16%	79%	50%
Overall								
P.O.W. Hamilton Province	0%	13)	24%	36%	24%	4%	64%	28%
	4%	6%	10%	31%	34%	16%	81%	50%
	6%	5%	9%	30%	34%	16%	80%	50%

Table 3.1 Writing: Percentage of Grade 3 Students at Each Level

Performance Indicators	Exempt	No Data	Performance Level				2,3,4	Levels
			1	2	3	4		
Using writing forms (stories and letters).								
P.O.W.	0%	9%	20%	64%	7%	0%		
Hamilton	2%	7%	10%	46%	29%	6%	71%	7%
Province	4%	5%	9%	43%	31%	8%	81%	35%
							82%	39%
Organizing ideas/information.								
P.O.W.	0%	9%	18%	60%	13%	0%		
Hamilton	2%	6%	11%	45%	29%	7%	73%	13%
Province	4%	5%	9%	41%	32%	9%	81%	36%
							82%	41%
Using writing conventions..								
P.O.W.	0%	9%	25%	40%	25%	0%		
Hamilton	2%	6%	12%	45%	29%	6%	65%	25%
Province	4%	5%	11%	40%	31%	9%	80%	35%
							80%	40%
Overall								
P.O.W.	0%	9%	20%	58%	13%	0%		
Hamilton	2%	6%	11%	47%	29%	6%	71%	13%
Province	4%	5%	9%	43%	31%	8%	82%	35%
							82%	39%



Table 4.1 Mathematics Indicators: Percentage of Grade 3 Students at Each Level

Performance Indicators	Exempt	No Data	Performance Level				Levels	
			1	2	3	4	2,3,4	3,4
Understanding mathematical concepts.								
P.O.W.	0%	5%	40%	38%	15%	2%	53%	17%
Hamilton	2%	2%	19%	42%	30%	5%	77%	35%
Province	4%	3%	15%	42%	31%	5%	78%	36%
Applying procedures.								
P.O.W.	0%	4%	40%	49%	5%	2%	56%	7%
Hamilton	2%	2%	20%	43%	28%	4%	75%	32%
Province	4%	3%	17%	43%	29%	4%	76%	33%
Communicating in mathematics.								
P.O.W.	0%	7%	44%	38%	9%	2%	49%	11%
Hamilton	2%	3%	23%	43%	25%	4%	72%	29%
Province	4%	3%	20%	42%	26%	5%	73%	31%
Overall.								
P.O.W.	0%	5%	42%	44%	7%	2%	53%	9%
Hamilton	2%	2%	21%	43%	28%	4%	75%	32%
Province	4%	3%	17%	43%	28%	5%	76%	33%

**Table 4.2**  
**Mathematics Strands: Percentage of Grade 3 Students at Each Level**

Performance Indicators		Performance Level						Levels	
		Exempt	No Data	1	2	3	4	2,3,4	
Number Sense and Numeration.									
	P.O.W.	0%	7%	35%	42%	13%	4%		
	Hamilton	2%	3%	17%	40%	31%	6%	59%	17%
	Province	4%	3%	16%	39%	31%	7%	77%	37% 38%
Geometry and Spatial Sense.									
	P.O.W.	0%	9%	40%	40%	9%	2%		
	Hamilton	2%	3%	19%	45%	27%	4%	51%	11%
	Province	4%	3%	17%	43%	29%	4%	76%	31% 33%
Measurement.									
	P.O.W.	0%	11%	44%	36%	5%	4%		
	Hamilton	2%	4%	23%	41%	25%	4%	45%	9%
	Province	4%	4%	20%	41%	26%	5%	70% 72%	29% 31%
Patterning and Patterning.									
	P.O.W.	0%	4%	27%	47%	22%	0%		
	Hamilton	2%	2%	16%	44%	31%	4%	69%	22%
	Province	4%	3%	15%	42%	31%	5%	79% 78%	35% 36%
Data Management and Probability									
	P.O.W.	0%	2%	38%	38%	18%	4%		
	Hamilton	2%	2%	16%	45%	31%	4%	60%	22%
	Province	4%	2%	15%	43%	31%	5%	80% 79%	35% 36%

## SECTION V: ASSESSMENT CONTEXT

### 5.1 Assessment Context: Demographics

Table 5.1 (page 11) summarizes the assessment context in terms of demographics. The column comparing Prince of Wales to board demographics yields the following information:

- Prince of Wales has 8% fewer ESL/ESD students than the board average;
- Prince of Wales has 1% fewer students fully exempted from the assessment than the board average;
- Prince of Wales has 5% more students receiving special education (excluding gifted) than the board average;
- Prince of Wales School has 12% more boys than the board average; and
- Prince of Wales has 8% fewer students having a language other than English in the home.

The higher percentage of boys than the board average, and its impact on assessment results, warrants further examination.

**Table 5.1      Assessment Context: Demographics**

Category Explanation	Educational Context	
	P.O.W.	Hamilton
Students in grade 3	55	2692
ESL/ESD	4%	12%
Fully exempt from assessment	0%	1%
Receiving spec. ed. (excluding gifted)	25%	20%
Boys	57%	47%
Language other than English in home	11%	19%

## 5.2 Assessment Context: Attitudes

12

Table 5.2 (page 12) summarizes the assessment context in terms of **attitudes**. Comparing girls and boys at both the school and board levels yield the following results:

- at Prince of Wales School, 12% more girls than boys like reading;
- at the board level, 18% more girls than boys like reading;
- at Prince of Wales, 8% more boys than girls feel they are good at reading,
- at the board level, 3% more girls than boys feel they are good at reading;
- at Prince of Wales School, 6% more girls than boys like writing;
- at the board level, 19% more girls than boys like writing;
- at Prince of Wales, 17% more boys than girls feel they are good at writing;
- at the board level, 8% more girls than boys feel they are good at writing;
- at Prince of Wales School, 12% more girls than boys like mathematics;
- at the board level, 64% of both girls and boys like mathematics;
- at Prince of Wales, 12% more boys than girls feel they are good at mathematics; and
- at the board level, 8% more girls than boys feel they are good at mathematics.

**Table 5.2      Assessment Context: Attitudes**

Attitudes (% saying yes)	Educational Context			
	P.O.W.		Hamilton	
	Girls	Boys	Girls	Boys
<b><u>Reading</u></b>				
I like reading.	77	65	79	61
I am good at reading.	53	61	60	57
<b><u>Writing</u></b>				
I like writing.	80	74	76	57
I am good at writing.	47	30	56	48
<b><u>Mathematics</u></b>				
I like mathematics.	53	65	64	64
I am good at mathematics.	43	57	49	57



## SECTION VI: ACTION PLAN

### 6.1 Report Summary

The purpose of this report was to summarize the EQAO grade 3 assessment of reading, writing, and mathematics (1996-97) for Prince of Wales School. The tables prepared for this report allowed for comparison between Prince of Wales School, The Hamilton Board of Education, and the province. Questions regarding the reliability of data must be acknowledged.

If we look at the overall achievement of students showing evidence of Level 2 and above, results may be defined as satisfactory (64% for reading, 71% for writing, and 53% for mathematics) but below both board (81% for reading, 81% for writing, and 75% for mathematics) and provincial (80% for reading, 82% for writing, and 76% for mathematics) results. If we consider the overall achievement of students not receiving special education showing evidence of Level 2 and above, school results (76% for reading, 87% for writing, and 63% for mathematics) compared to board results (88% for reading, 86% for writing, and 79% for mathematics) and provincial results (87% for reading, 87% for writing, and 82% for mathematics), our overall relative results improve.

Unfortunately, when looking at overall achievement of students showing evidence of Level 3 and above, our school results are unsatisfactory (27% for reading, 13% for writing, and 9% for mathematics). The higher percentage of boys than the board average, and its impact on assessment results, warrants further analysis. When discussing overall achievement with the School Council, the suggestion was made to compare the results of Hamilton's compensatory schools. Programming suggestions and ideas of more successful compensatory schools may help, if implemented through the school planning process, to improve our results over time.

### 6.2 Relevance to School Plan Initiatives

Prince of Wales School will continue to adapt school plan initiatives, and the school planning process, to improve achievement in reading, writing, and mathematics. Continued School Council, parent, and student involvement in this process will also improve achievement over time. For example, mathematics was a critical component of our school plan for 1997-98. The goal is to improve achievement in mathematics. Four strategies have been implemented to achieve this goal: text book assessment; completion of an inventory of manipulatives, calculators, and other resources then order materials necessary to improve programming; in-services (i.e., problem-solving, math journalling, and geometry); and increase classroom time in problem solving, math journalling, math applications, data collection and interpretations, and geometry. As the school planning process for the year 1998-99 evolves, specific strategies aimed at improvement in reading writing, and mathematics will be identified and implemented. Although this EQAO assessment is specific to grade 3, school plan initiatives are valuable to the JK to 8 population of Prince of Wales School.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212137  
 School Name: Prince of Wales PS

Demographics *		Attitudes *	
55	Students in Grade 3	(percent saying yes)	Girls
4%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	Boys
0%	Fully exempt from the assessment	I am good at reading	77% 65%
25%	Receiving special education (excluding gifted)	I like writing	53% 61%
57%	Boys	I am good at writing	80% 74%
11%	Language other than English in the home	I like mathematics	47% 30%
		I am good at mathematics	53% 65%
			43% 57%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	64% 27%	71% 13%	53% 9%
Girls	70% 33%	80% 13%	53% 7%
Boys	57% 22%	65% 13%	57% 13%
Receiving Special Education (excluding gifted)	29% 7%	50% 0%	21% 0%
Not Receiving Special Education (or gifted)	76% 34%	78% 17%	63% 12%

# SCHOOL REPORT - PRINCE PHILIP SCHOOL GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS - 1997

## Prince Philip Public School

School Address: 125 Rifle Range Road , Hamilton

School Phone: 527-6512

School Fax: 527-3382

Principal: Mrs. K. Watters

Grade Levels: J.K. - Grade 5

Enrollment: 272

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext 2631

## Prince Philip School Profile

Prince Philip Public School is located in the west end of the lower city. The school was built in 1952 with additions made in 1983. The school serves 272 students from many different language groups. Many of the Prince Philip parents attended this school as children. The community is very involved in the school with an active School Council, Home and School Association and over forty volunteers. All Special Education students are in regular class placements with integration into the Learning Resource Centre which services over sixty students.

The school shares space with a First Base program and abuts Alexander Community Park, sharing recreational equipment. Community groups use meeting spaces and have become partners with Prince Philip School through evening meetings, workshops and special events.

School priorities in the last few years have included a focus on *Safe Schools* (Discipline Code, School-wide Social Skills Program, Conflict Resolution ), *literacy* (setting up "Open Court" in Grade 1 and new "Gage" program in Grade 4), *Health* (Healthy Snacks Program and Breakfast Club), *Computers* (air-conditioned lab linked to Internet), *Curriculum* (new Ministry Mathematics and Language documents, new Ministry report card) and *Communication* (newsletters, updates, parent representation). The staff and community value and support these initiatives.

Prince Philip School enjoys healthy partnerships with the School Council, the Home and School Association and parent membership on all school Action Teams. A proactive Mission statement provides the impetus to achieve our common goals. Parents also serve as volunteers and assist at many functions where their input, expertise and support is invaluable.

We are a community that believes in the challenge of continuous school improvement which, in turn, leads to gains in student achievement. We believe in a strong interdependence among students, staff and the community, shared responsibility and collective commitment to improvement. At Prince Philip School, we have created a culture which acknowledges a productive work environment that celebrates, values and respects individuals.



Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212138

School Name: Prince Philip Jr PS

Demographics *		Attitudes *	
36	Students in Grade 3	(percent saying yes)	Girls
8%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	Boys
11%	Fully exempt from the assessment	I am good at reading	61%
50%	Receiving special education (excluding gifted)	I like writing	72%
42%	Boys	I am good at writing	61%
17%	Language other than English in the home	I like mathematics	61%
		I am good at mathematics	56%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4	Levels 2,3,4
All students	78%	72%	69%
Girls	54%	46%	31%
Boys	50%	33%	28%
Receiving Special Education (excluding gifted)	44%	39%	33%
Not Receiving Special Education (or gifted)	56%	33%	17%



# Summary of Grade 3 Provincial Assessment Results. 1996-97

		ESL/ESD	Receiving Special Education Assistance			
Ontario		10%		19%		
Hamilton		12%		20%		
School		8%		50%		
		<b>Exempt</b>	<b>No Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
						<b>Level 4</b>
Ontario	Reading	6%	5%	9%	30%	34%
Hamilton	Reading	4%	6%	10%	31%	34%
School	Reading	14%	8%	0%	28%	39%
Ontario	Writing	4%	5%	9%	43%	31%
Hamilton	Writing	2%	6%	11%	47%	29%
School	Writing	11%	8%	8%	36%	33%
Ontario	Mathematics	4%	3%	17%	43%	28%
Hamilton	Mathematics	2%	2%	21%	43%	28%
School	Mathematics	11%	3%	17%	44%	25%

### Prince Philip School Response and Plan for Action

At Prince Philip School, 78% of the students performed at level 2 and above in Reading, 72% in writing and 69% in Mathematics. Overall, these results do not meet the school's expectations. The percentage of students performing at level 3 and above in Reading was 50%, in Writing, 36% and in Mathematics 25%. These later results are not meeting the school's expectations. Reasons and solutions will be analyzed. An Action plan to address these concerns will be implemented by the Curriculum Action Team. In overall achievement, at levels 2 and above, girls attained a consistent 77% in Reading, Writing and Mathematics. Boys demonstrated strong skills at levels 2 and above in Reading (83%) and Writing (83%) but performance in Mathematics (67%) was weaker.

It is important to note that 17% of the Grade three students speak a language other than English in their home; and 50% of the Grade three students were receiving special education assistance. A similar proportion of boys liked the three subject areas of Reading (61%), Writing (61%) and Mathematics (56%). While 72% of the boys felt they were good at Reading, only 56% felt they were good in Mathematics. 61% of the boys felt they were good in Writing. Girls reported a wide discrepancy in their liking of Reading (92%), Writing (69%) and Mathematics (46%). Whereas 62% of the girls felt they were good at Reading, only 38% felt they were good in Mathematics. 46% of the girls felt they were good in Writing. These results indicate that attention must be focussed on skills in, and attitudes towards, Mathematics.

In comparing Prince Philip School to all Hamilton schools, the overall scores at Levels 3 and 4 were identical in Reading (50%), and were nearly identical in Writing: 36% for Prince Philip School, 35% for Hamilton. However, in Mathematics, Hamilton schools scored higher (32%) than Prince Philip (25%).

The staff plan to meet after school to discuss these results and their implications for programs and instruction at Prince Philip School. A Mathematics Team has been created to develop an Action Plan. The plan will be shared and discussed with the School Council and our community. Emphasis will be placed on Math Journals, Application of Problem Solving, Measurement, Geometry and Spatial Sense. The Action Plan developed by the end of January, 1998 will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during June 1999.

Parents are encouraged to meet with their child's classroom teacher to discuss this Report and its implications for classroom practice and home support. The school's Mathematics Action Team is open to any parent who wishes to be involved. Please contact Mrs. Watters or Mrs. Lucas (Curriculum Action Team Chair) for further details at 527-6512.

Principal Signature:

*Mrs. K. Watters*

Date:

*Jan. 13, 1998*

**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Queen Mary Public School**

**School Address: 1292 Cannon Street East**  
**Hamilton, Ontario L8H 1V6**

**School Phone: 547-0321**  
**School Fax:**

**Principal: Lindy Millen**  
**Grade Levels: JK - 8**

**Enrolment: 654**

**Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631**

**School Profile**

Queen Mary School is located in the Crown Point Community of Hamilton. The location area for the purpose of this report is identified as the "Extended North End". It is primarily an industrialized area with steel mills, innumerable industries, factories and warehouses. The community has historically occupied a unique position in the total urban development of greater Hamilton. Two distinct groups of residents are presently visible: those who have resided here for years, (many of whom own their own homes); and a large group of low income residents who have chosen this area due to low cost rental housing.

The "high risk groups" are identified by existing health, educational, housing and social agencies as requiring considerable assistance, often in excess of the available resources. It is also these same groups who are highly represented in the population of childbearing age. These families often require social assistance in providing care to their young families, in order to insure optimal growth.

Disadvantaged children at Queen Mary are a major concern because of their numbers and the complexity of their needs. The community in almost all cases exceeds both the City of Hamilton and the provincial averages for "high risk" indicators. Characteristics associated with risk to children are identified by the Ontario Child Health Study.

The residential profile indicated those living in the "Extended North End" have attained lower levels of education. A large portion of adults have less than a grade nine education (30.9%) compared to the city average (18.9%) and the provincial average (14.6%). Only 3.7% have a university degree compared to the city average of 7.1% (Stats Can). The "Extended North End" is an area of low cost housing. There are approximately twenty three hundred subsidized housing units which represent 23% of the total subsidized housing units in the entire city of Hamilton. The General Welfare Assistance utilization rate for the "Extended North End" surpassed the rate calculated for the City of Hamilton (21.85 per 1000 population). It is therefore not surprising that our students are referred more often than other children living in Hamilton to Children's Aid Societies, Children's Mental Health Centres, Residential Treatment Centres and Psychological Services. A study conducted by the Hamilton-Wentworth Children's Aid Society revealed that the place of residence of 80% of the intakes was located in the "Extended North End".



The Hamilton Board of Education has long recognized that our city has a high number of disadvantaged children: for example 11.08% of all children are supported by F.B.A. payments and 15,760 families (66,990 persons) live in poverty. Most of these families are concentrated in the inner city. The Hamilton Board of Education has responded to the needs of these families by identifying schools in this area as needing "Compensatory Education". A study by the Board identified a lack of recreation and family support services in the neighbourhood, which has a serious and profound impact on our children's learning and behaviour. The Board has tried to meet these needs in various ways.

Queen Mary School was rebuilt in 1995 and has a total student enrolment of 654 students. Enrolment by division is: primary (JK-3) 299, junior students (gr. 4-6) 196, intermediate (gr. 7-8) 120 students and a high number of self contained special education students. The self-contained special education students come from within our boundaries as well as from the system. Their needs are met through Multiple, Orthopedic, GLD and SLD (2) classes. Unique in the total staff compliment are eleven educational assistants, a residential social worker, guidance counsellor, computer teacher and 2 learning resource teachers. The needs of our native Canadian population are met through our Native as a Second Language Program. We have accessed placement of a high number of our students in group homes, shelters, foster homes and treatment facilities. The turnover with the student body is 72.74%. There are 22 mentors and a community police officer that are a crucial support to Queen Mary students and their families. Projections see a growing student population in the next three years. The Board of Education for the City of Hamilton (now referred to as Hamilton Wentworth District School Board) has recognized for thirty years that children in this community need additional support to be in a position to be ready to learn. The first JK's in the city were provided to schools in the "Extended North End". Class sizes are kept lower than city averages. Funds are made available for emergency nourishment for hungry children. The educational needs of these students have caused ongoing concern.

Queen Mary School enjoys a healthy and profitable relationship with the School Council and we all work hard to achieve common goals. It is now in its forth year as an advisory and support group for Administration and Staff at Queen Mary. Parts of the monthly meetings are much like a classroom where the different aspects of a changing educational world are discussed.



Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212139

School Name: Queen Mary PS

## Demographics \*

60 Students in Grade 3

0% ESL/ESD (English as Second Language/English Skills Development)

0% Fully exempt from the assessment

37% Receiving special education (excluding gifted)

46% Boys

12% Language other than English in the home

## Attitudes \*

(percent saying yes)

Girls

Boys

67%

59%

I like reading

48%

34%

I am good at reading

89%

53%

I like writing

67%

69%

I am good at writing

89%

62%

I like mathematics

59%

59%

## Overall Achievement

(percent of evidence of performance at the level)

## Reading

Levels 2,3,4 Levels 3,4

All students

70%

25%

Girls

78%

37%

Boys

66%

16%

Receiving Special Education (excluding gifted)

45%

0%

Not Receiving Special Education (or gifted)

84%

39%

## Writing

Levels 2,3,4 Levels 3,4

72%

15%

78%

22%

69%

9%

41%

0%

89%

24%

## Mathematics

Levels 2,3,4 Levels 3,4

78%

25%

81%

30%

78%

22%

59%

5%

89%

37%

# Summary of Grade 3 Provincial Assessment Results, 1996-97

ESL/ESD		Receiving Special Education Assistance			
		Level 1	Level 2	Level 3	Level 4
Ontario	10%		19%		
Hamilton	12%		20%		
School	0%		37%		
Exempt		No Data	Level 1	Level 2	Level 3
Ontario	6%	5%	9%	30%	34%
Hamilton	4%	6%	10%	31%	34%
School	3%	12%	15%	45%	23%
Ontario	4%	5%	9%	43%	31%
Hamilton	2%	6%	11%	47%	29%
School	2%	7%	20%	57%	15%
Ontario	4%	3%	17%	43%	28%
Hamilton	2%	2%	21%	43%	28%
School	5%	3%	13%	53%	22%
					3%

### School Response and Plan for Action

Several factors play a significant role in the results for Queen Mary School:

- student mobility rate is 73%.
- special education students from within the community itself and the system as a whole 37%.
- one quarter of the community is characterized as low income, one parent families and adults with less than grade nine education.

At Queen Mary:

- 70% of all students scored at level 2 and above in reading
- 72% of all students scored at level 2 and above in writing
- 78% of all students scored at levels 2, 3, and 4 in mathematics

Across the province and the city students in general did better in reading and writing than in math. However, at Queen Mary the opposite pattern was evident. At Queen Mary there were more students who scored at level 2 or above in mathematics than in the city or the province, although pursuing these scores further indicated that the language of mathematics is also problematic for our students.

The lower results in language and writing are directly associated with low income and poverty. The pattern validates what is said about the community and the school (School Profile). Students who are high risk and living below the poverty line generally speaking have impoverished language. Math is more respondent to direction in school whereas a child's success in reading and writing to a large extent depends on the size of the student's vocabulary and the sophistication of their oral language when they come to school. Queen Mary's scores also indicate that most of the students who are identified as exceptional are achieving at levels 2, 3, and 4 which is a good reflection of the programs already offered to them.

Using the data and working through the school planning process Queen Mary will identify specific areas of focus in reading and writing. It is our intent to help students acquire varied and correct language through instruction combined with interesting and purposeful activity in reading, writing and oral language. Because various language functions are interdependent teachers will plan and implement activities that blend materials from the different strands. The language base must be increased by lots of stimulation, vocabulary development, reinforcement, repetition and development of concepts and ideas. Teachers will also emphasize the importance of language skills in the course of instruction in other subjects. "Everybody helps everybody acquire language".

A further review of the data indicates all areas in language and some areas in math need to be addressed in Action Plans. A language rich program will be developed in consultation with classroom teachers and board personnel.

- Results of test shared with staff - Feb. 98.
- Teachers meet to discuss program implications and formulate initial Action Plans - Feb.- Mar. 98
- First draft of Action Plans shared with whole staff for comments and concerns - May 98
- Final draft of Action Plan to go to staff and P.A.C. - May/June 98.

Principal Signature:

*Lindy Miller*

Date:

*January 20/98*





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Queen Victoria Public School**

**School Address:** 201 Walnut Street, South

**Principal:** Ms L. Tindall

**School Phone:** 522-9347

**Grade Levels:** JK - 5

**School Fax:**

**Enrolment:** 264

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Queen Victoria Public School is located in the downtown area east of St. Joseph's Hospital at the foot of the escarpment. The present school is the second Hamilton school by that name. The first, which was nearby on Hunter Street was closed in the mid 60s and the present school in its' new location opened in 1965.

The school serves over 260 students from 29 different language groups. This represents 35% of the student body. No one language group predominates. Our Special Education Programs includes the Learning Centre, Gifted Class and a Behaviour Exceptionality Class.

The school is kitty-corner to a large empty lot that next year will become a new community park. Students will be involved in the design of this exciting new neighbourhood facility.

This year the school and the Downtown YMCA have begun an after school activity program for students. It is presently operating two days a week from 3:30 to 5:30 p.m.

Queen Victoria School enjoys a healthy partnership with the enthusiastic members of the School Council. Parents assist in the school as classroom volunteers, fundraisers, trip escorts, and head check team. Their support is invaluable.

Our students are given the opportunity to experience a variety of activities to support them in their school life.

Board ID: 212  
Board Name: Hamilton, B of E for the City of  
School ID: 212140  
School Name: Queen Victoria Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
18	Students in Grade 3	I like reading	Girls 50% Boys 75%
17%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	33% 83%
0%	Fully exempt from the assessment	I like writing	100% 75%
6%	Receiving special education (excluding gifted)	I am good at writing	100% 50%
33%	Boys	I like mathematics	83% 75%
22%	Language other than English in the home	I am good at mathematics	83% 67%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	100% 83%	100% 50%	100% 78%
Girls	100% 83%	100% 67%	100% 67%
Boys	100% 83%	100% 42%	100% 83%

\*Results are not reported where the number of students in a category is fewer than 5.  
212 Hamilton, B of E for the City of 212140

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff is pleased with the numbers of students performing at levels 2 and above (reading 100%, writing 100% and math 100%). The numbers performing at level 3 and above in reading are 83%, writing 50% and math 78%. Of interest is the significantly better performance of girls over boys in writing (67% vs 42%) and the significantly better performance of boys over girls in mathematics (83% vs 67%).

The school staff is meeting and discussing these results and their meaning for program and instruction adjustments at Queen Victoria School. The final plan will be shared, discussed and approved by our School Council. The plan is being developed during January, 1998 will include specific recommendations to be implemented immediately and others to be implemented during the 1998-99 school year. A review would be initiated during June 1999.

Discussions now are focusing on the levels of achievement in writing. Girls say that they enjoy writing and feel that they are good at it, boys are less enthusiastic about writing and many do not feel they are good writers. In response staff members are proposing a variety of classroom and school-wide initiatives which will give students meaningful writing activities (W5), workshop sessions on creating and using rubrics (W8), a re-emphasis on the Writing Process (W3) and creating and maintaining student writing portfolios (W4).

Others areas to be addressed:

in Mathematics – patterning, algebra, data management, probability and communicating in Mathematics

in Reading – connecting the text to other knowledge and experiences

The Parent Council and parents have been informed of the overall achievement percentages.

Principal Signature:



Date: 1998 01 20





SCHOOL REPORT  
GRADE 3 ASSESSMENT of READING,  
WRITING and MATHEMATICS

**Queensdale Public School**

School Address: 67 Queensdale Avenue East  
Hamilton, Ontario L9A 1K4

Principal: G. Belisario  
Grade Levels: JK - 5

School Phone: 905-387-5744

Enrolment: 248

School Fax: 905-387-5744

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

**School Profile**

Queensdale School is located on the central west mountain in a homogeneous stable community. The school serves 248 students from Junior Kindergarten through to grade 5. The school has two Hard of Hearing classes—a primary class and a junior class. Those students identified exceptional in regular class receive L.R.T. support within the classroom. We have four educational assistants on staff who also work with at risk students and exceptional students in the classroom setting.

During the past school year school priorities have included a focus on Mathematics “Problem-Solving Using Manipulatives”, Computer Technology; the new Ontario Curriculum, Safe Schools, and preparing for our school’s 50<sup>th</sup> Anniversary to be held May 9, 1998.

The staff and community support and value a large variety of extra-curricular activities and special events. Queensdale School enjoys a healthy partnership with School Council and the Parent Group as we work together to achieve our common goals.

In our grade 3 E.Q.A.O. Test, 24 students participated. Twenty-nine percent of the students were receiving Special Education Programming (excluding gifted programming).

Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212141

School Name: Queensdale Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
24	Students in Grade 3	I like reading	Girls 100% Boys 50%
0%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	67% 39%
0%	Fully exempt from the assessment	I like writing	67% 39%
29%	Receiving special education (excluding gifted)	I am good at writing	33% 39%
25%	Boys	I like mathematics	33% 61%
4%	Language other than English in the home	I am good at mathematics	17% 67%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	75%	62%	79%
Girls	67%	67%	83%
Boys	78%	61%	78%
Receiving Special Education (excluding gifted)	43%	57%	57%
Not Receiving Special Education (or gifted)	88%	65%	88%

\*Results are not reported where the number of students in a category is fewer than 5.  
212 Hamilton, B of E for the City of 212141

# QUEENSDALE SCHOOL

		ESL/ESD	Receiving Special Education Assistance				
Ontario		10%			19%		
Hamilton		12%			20%		
School		0%			29%		
		Exempt	No Data	Level 1	Level 2	Level 3	Level 4
Ontario	Reading	6%	5%	9%	30%	34%	16%
Hamilton	Reading	4%	6%	10%	31%	34%	16%
School	Reading	4%	12%	8%	33%	42%	0%
Ontario	Writing	4%	5%	9%	43%	31%	8%
Hamilton	Writing	2%	6%	11%	47%	29%	6%
School	Writing	0%	12%	25%	50%	12%	0%
Ontario	Mathematics	4%	3%	17%	43%	28%	5%
Hamilton	Mathematics	2%	2%	21%	43%	28%	4%
School	Mathematics	0%	4%	17%	58%	21%	0%

No Data

- refers to students who were absent for 50% or more of assessment activities
- illegible responses
- did not give enough information when responding

Level

- student work was scored on a 4-level scale that was linked to the provincial standard. According to those standards, students were expected to perform at levels 2 and 3.

Exempt

- this percentage of students was exempt for part or all of assessment activities

### School Response and Plan for Action

From an initial cursory viewing of the school data, students are performing at levels 2 and above: 75% in reading; 62% in writing and 79% in mathematics. The numbers performing at level 3 and above included 42% in reading, 12% in writing and 21% in mathematics. The numbers performing at level 2 or below included 41% in reading, 75% in writing and 75% in mathematics. These percentages are not meeting our expectations and possible reasons and solutions will need further analysis and discussion.

The Primary Division Team will use this data to assist in the development of an action plan, which will be assisting with instruction and program. The data and its interpretation will also be focus for the Program Committee (of our school plan) to assist with direction and planning for a school-wide focus on mathematics. Our Junior Division Team will focus on methods to remediate areas that need to be addressed. Our school Program Committee will incorporate recommendations from both divisions into the 1998 School Action Plan.

The results of this test will be shared with School Council at our next meeting on Wednesday, January 28, 1998. At this time input will be sought for support and assistance with the development of an action plan to address needs.

Parents are encouraged to meet with their child's teacher to discuss this report and its implications for classroom practice. The school's process for planning is open to any parent who wishes to be involved.

Principal Signature:

*T. Belisario*

Date:

*January 20, 1998*



**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**R. A. Riddell Public School**

**School Address:** 200 Cranbrook Drive,  
Hamilton, Ontario L9C 4S9  
**School Phone:** 387-3350  
**School Fax:** 387-9188

**Principal:** Mrs. G. Pain  
**Grade Levels:** J.K. – Grade 8  
**Enrolment:** 598  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

R. A. Riddell Public School is located in the West Mountain area of Hamilton. Built in 1973, we will be celebrating the school's 25<sup>th</sup> anniversary in the Spring of 1998. The school serves 600 students from nearly 30 different language groups. Many of our families enjoy a Middle or Far Eastern heritage. Special Education Programs, including two Learning Centres and a General Learning Disabilities class, have a strong emphasis on integration. In addition, the school houses an English as a Second Language Program for adults.

R. A. Riddell's school property abuts that of St. Catherine of Sienna Separate Elementary School and Gilkson Community Park. Several community groups including the Westmount Cheerleaders, a Baton group, the local Cub and Scout troops and the Hamilton Oldtimers Indoor Soccer Club use meeting space and the gymnasium after hours and in the evenings. A Y.M.C.A. First Base program operates in the school gymnasium before and after school hours, and on Professional Activity Days.

Our School Plan has continued to have a Literacy focus in the past three years, with specific attention paid to outcomes-based programming. In the Primary Classes this has included the introduction of Open Court. This year our School Plan was amended to include a school-wide emphasis on Mathematics, with a focus on the Language of Mathematics (communication), the integration of Mathematics across the curriculum and the application of Mathematics in all areas of life.

R. A. Riddell School enjoys a vital partnership with the School Council, with all working hard to develop and achieve our common goals. In addition to volunteer work in the school, Parents also serve on many committees and assist at many functions where their input, expertise and support is invaluable.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212142  
 School Name: R A Riddell PS

### Demographics \*

47 Students in Grade 3  
 6% ESL/ESD (English as Second Language/English Skills Development)  
 0% Fully exempt from the assessment  
 15% Receiving special education (excluding gifted)  
 53% Boys  
 9% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	83%	52%
I am good at reading	75%	62%
I like writing	79%	57%
I am good at writing	67%	62%
I like mathematics	67%	71%
I am good at mathematics	62%	71%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	85% 60%	91% 45%	77% 32%
Girls	96% 75%	96% 54%	75% 38%
Boys	81% 48%	95% 38%	86% 29%
Receiving Special Education (excluding gifted)	43% 14%	71% 14%	86% 14%
Not Receiving Special Education (or gifted)	92% 68%	95% 50%	75% 35%

### School Response and Plan for Action

From an initial viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 85%, writing 91% and math 77%). Closer analysis indicated areas of strength as well as areas of concern which are being addressed through further discussion, analysis and planning.

The school staff met in December, 1997 and, as part of a Professional Activity day, discussed these results and their meaning for programs and instruction at R. A. Riddell School. The plans will be shared and discussed with our School Council at the January meeting. The Action Plans developed as a result of this process, will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during the Spring Term, 1999.

Parents will be encouraged to meet with their child's classroom teacher to discuss this Report and its implications for classroom practice.

Principal Signature:



Date: January 9, 1998





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**RED HILL Public School**

**School Address:** 300 Albright Road  
Hamilton, Ontario  
**School Phone:** 561-1690  
**School Fax:**

**Principal:** B. Haverty  
**Grade Levels:** J.K – Grade 5  
**Enrolment:** 228  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Red Hill School is located in East Hamilton, bordering the Red Hill valley. The school was built in 1969 and currently serves 228 students from Junior Kindergarten to Grade five. Census data reveals that the Red Hill school area includes 23% lower income families and the school has a large (80%) student population turnover each year.

Our student population includes 21% of students with a language other than English spoken in the home (primarily Serbian, Cambodian and Chinese). Of the grade three students involved in this assessment, 12% receive support for English as a Second Language. Red Hill School also has many students who require classroom modifications in program, assistance from the Learning Resource Teacher, and /or D.A.R.T. team interventions in order to succeed. Of the grade three students involved in this assessment, 18% were receiving special education support through the Learning Centre, (spending ½ of their school day with the Learning Resource teacher).

Red Hill School enjoys a healthy relationship with the School Council, with all working hard to support program and student needs. Parents of our community do participate in Parent-Teacher interviews to discuss the assessment of their student, but many are not directly otherwise involved in their child's school program. Over 70% of parents indicated on the Home questionnaire a range of involvement from "not at all" to "somewhat" involved.

School priorities in the last few years have included:

- implementation of School Council
- a new school organization to achieve a smaller teacher-student ratio during instruction in Mathematics and Language
- implementation of a Social Skills program
- computer lab setup/ implementation of Technology outcomes
- implementation of the Learning Centre program
- implementation of a school-wide Homework program
- working with student Portfolios as an assessment tool

Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212143

School Name: Red Hill Jr PS

### Demographics \*

33 Students in Grade 3  
12% ESL/ESD (English as Second Language/English Skills Development)  
0% Fully exempt from the assessment  
18% Receiving special education (excluding gifted)  
52% Boys  
21% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	75%	53%
I am good at reading	75%	73%
I like writing	62%	73%
I am good at writing	31%	67%
I like mathematics	62%	87%
I am good at mathematics	44%	100%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	67% 33%	82% 21%	42% 6%
Girls	62% 19%	88% 25%	44% 12%
Boys	73% 53%	80% 20%	40% 0%
Receiving Special Education (excluding gifted)	50% 17%	83% 0%	50% 17%
Not Receiving Special Education (or gifted)	70% 37%	81% 26%	41% 4%

### School Response and Plan for Action

Thirty-three Red Hill students were assessed, with only one student exempt for the Reading components and one for the Mathematics area.

In the Reading assessment, 67% of Red Hill students scored at or above Level 2.

In the Writing assessment, 82% of Red Hill students scored at or above Level 2.

In the Math assessment, 42% of Red Hill students scored at or above Level 2.

Approximately 9-18% of our students' assessments (across the three subject areas) were rated as "No Data", implying that insufficient quantity for evaluators to score accurately was produced on the tests. This may mean that these students reacted poorly to the new experience of such an assessment, and we need to encourage them to give more complete information.

We are pleased with the number of students performing at or above Level 2 in writing, and feel that the range of Reading scores at Red Hill reflects our ESL and Special Education population. However, we are concerned that approximately 57% of students assessed did not meet expectations in Mathematics.

Results have been shared with Red Hill School Council and staff, and a small committee will more closely examine reasons and solutions, developing a plan to address this concern. Our classes are currently structured for smaller groups in Mathematics (approx. 20 students) to provide more individual instruction and program modification. We will plan to increase our range of strategies in Math, and purchase new resources to extend our students' understanding. Current planning is underway to broaden our range of assessment strategies. We will examine these, particularly in relationship to Math. Learning Resource/ volunteer remediation for students has primarily been focussed in the Language areas, and may need to be re-examined in light of Math scores. Ways to involve parents in the math skills of their child will be discussed, perhaps extending our current Homework program to address this need. More mathematics could be interwoven into our current technology focus.

The Plan developed will need to focus on Primary program development, and on the specific needs of our Junior students who were involved in the assessment. Plans will be shared with Red Hill School Council and parent community (mid-February) and will include specific recommendations to be implemented during the spring term and into 1998-1999.

B. Hawerty (Principal)

January 23, 1998





**SCHOOL REPORT  
GRADE 3 ASSESSMENT of READING,  
WRITING and MATHEMATICS**



**RICHARD BEASLEY PUBLIC SCHOOL**

**School Address:** 80 Currie Street  
Hamilton, Ontario  
L8T 3M9

**School Phone:** (905) 387-5655

**School Fax:** (905) 387-4354

**Principal:** Anne North

**Grade Levels:** J.K. to Grade 5

**Enrolment:** 342 students

**Hamilton-Wentworth D.S.B. Information** (905) 527-5092, Ext. 2631

**School Profile**

Richard Beasley Public School is located in a well-established, stable, middle-income neighbourhood, with a small but significant new-Canadian population. This primary/junior school ranges from Junior Kindergarten to Grade 5 and serves over 340 students from nearly 10 different language groups. Close to 13 per cent of our students take part in E.S.L. programming for part of the school day. English is the primary language spoken in the home for the majority of students.

Richard Beasley houses one Junior Specific Learning Disabilities class. Children in this class are integrated with the regular programmes for periods of time throughout each day. Other exceptional and non-exceptional students requiring coaching as well as differentiated programming access the Learning Centre daily. The Learning Centre also provides a Challenge Programme to enhance the development of thinking and problem solving skills in primary and junior grades.

School priorities in 1996-97 included a focus on Literacy and the development of the Learning Centre program, Safe Schools (Zero Tolerance, Peer Mediation, Social Skills), and the Integration of Information Skills and Technology across the curriculum.

The staff and community value and support a variety of extra-curricular activities such as a comprehensive house league program, skating, swim team, school choir, and the Earth Savers environmental club.

Richard Beasley School also enjoys a healthy partnership with the School Council. The Council works hard to communicate with all parents and is very supportive of school planning initiatives. In addition, over 30 volunteers participate in various school and classroom activities on a regular basis. Their assistance has been invaluable in creating a positive learning environment for the children at Richard Beasley School.

Board ID: 212  
Board Name: Hamilton, B of E for the City of  
School ID: 212144  
School Name: Richard Beasley Jr PS

### Demographics \*

38 Students in Grade 3  
13% ESL/ESD (English as Second Language/English Skills Development)  
0% Fully exempt from the assessment  
5% Receiving special education (excluding gifted)  
37% ~~girls~~ 63% boys  
13% Language other than English in the home

Attitudes \*  
(percent saying yes)

	Girls	Boys
I like reading	79%	62%
I am good at reading	64%	71%
I like writing	93%	62%
I am good at writing	64%	58%
I like mathematics	50%	38%
I am good at mathematics	57%	58%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	92% 55%	76% 32%	61% 34%
Girls	86% 57%	71% 21%	64% 43%
Boys	96% 54%	79% 38%	58% 29%

# Reading (Grade 3)

## Performance Levels

Performance Indicators	Exempt	No Data	1	2	3	4
Understanding the text/reading material (e.g., recognizing, finding and interpreting main ideas, organizing supporting details)	0%	3%	5%	39%	37%	16%
Connecting the text to other knowledge and experience (e.g., predicting, inferring, extending concepts from the text)	0%	3%	5%	37%	37%	18%
Using the conventions/features of the text (e.g., phonics, word and sentence order, punctuation, headings, pictures, diagrams)	0%	3%	5%	32%	45%	16%
Overall	0%	3%	5%	37%	37%	18%



## School Response and Plan for Action

From an initial, cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above in reading (92%) . However the numbers performing at levels 2 and above in math (61%) and writing (76%) are not meeting our expectations. The numbers performing a level 3 and above in reading (55%), math (34%) and writing (32%) are also not meeting our expectations and possible reasons and solutions will need further analysis and discussion. Of interest is the significantly better performance of girls over boys in mathematics and the significantly better performance of boys over girls in writing.

A report of the results was made to the Richard Beasley School Council and a summary will be placed in the school newsletter. The results of the parent and student questionnaires will be sent home with the students who participated in the testing.

The Grade 4 teachers are using the results to identify specific areas of focus for their programs this year. Continued use of the Learning Centre will be made to address individual needs of pupils, especially those who are not meeting expectations or who are exceeding expectations.

As a result of our initial analysis of the results, the school has identified Math and Writing as the main areas to be addressed for school planning. Planning for 1998-99 has begun and will be more detailed by the end of February 1998. Meanwhile, we are implementing the following areas of focus in our action plans and reviewing as we progress:

First, our Junior and Senior Kindergarten programs have incorporated a phonemic awareness program, Phonics in Action, which children will be following comprehensively over the two year period in which they attend Kindergarten. This program addresses the development of early language and mathematics concepts and will help children begin grade 1 with additional skills.

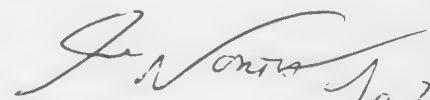
Second, the primary and junior teachers will focus on problems solving and hands-on math. New math texts and materials have been purchased to supplement the existing program and math kits of manipulative materials are being compiled to facilitate access to materials when teachers are addressing specific units.

Third, the math team is planning a parent and child evening this term in order to introduce parents to math activities which can be done together at home. A parent guide will be prepared for this purpose.

Fourth, the school and School Council newsletters will regularly suggest math and writing activities which parents and children can work on together to help raise interest levels and increase the time children spend rehearsing these skills.

The Focus for programming in the Learning Centre will continue to be on the development of linguistic and phonological awareness as well as the development of writing and editing skills. Throughout the school we are also continuing the emphasis placed on spelling as outlined in the board curriculum guide, Spelling Sense. The Open Court reading program will continue to be used with primary students to support the development of reading skills.

By upgrading our texts and computer programs and reviewing our teaching and evaluation strategies we endeavour to develop consistent standards in reading comprehension, writing and problem solving.

  
Principal Jan 21/98



# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Ridgemount Public School

School Address: 65 Hester St

School Phone: 575-1535

School Fax: 575-8136

Principal: Mrs. Mary Johnson

Grade Levels: J.K. – 5

Enrolment: 300

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

Ridgemount Public School is located in the north-central part of the Hamilton Mountain. (between Upper Wellington & Upper James – just north of Mohawk Road). Approximately 110 students- 34 % of our population-are bussed into the area. One of our school busses comes from the "Towercrest" development, which provides low rental housing for families in the surrounding area. We also accept students from townhouses off Upper Wellington which are geared to income. An increase in mobility of students is noted – greater number of school moves noted by grade 3 and students moving in and out in the course of the year. The school services a broad and varied socio-economic base in terms of clients

- 2 of the students tested are exceptional and have been IPRC'd
- 15 students tested received assistance through our Learning Centre Support Staff (L.R.T., E.A.s, volunteers)
- 9 of the students tested are diagnosed with ADD and or ADHD
- 2 more of the students tested have been psyc. tested and are awaiting an IPRC since the testing period
- 8% students tested receive E.S.L. support (English not the first language spoken in the home)

School priorities over the past few years have included:

- . a focus on Reading-particularly tracking and assessment
- . an excellent D.A.R.T. program
- . support system and Learning Centre model in place to assist students, staff and parents.
- . implementation of a Ridgemount Citizenship Code in line with the Boards Safe School Policy.
- . extra-curricular activities including sports, checkers, crafts, choir, etc.

Ridgemount School enjoys a strong and supportive parent partnership on our School Council and in our Parents' Group. 25 volunteers from our community support our school on a daily basis.

Ridgemount School is a diverse place where students, parents, staff and community strive to celebrate life long learning in a safe, caring and inviting environment. We teach respect and responsibility for self, others and our world.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212145  
 School Name: Ridgemount Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
49	Students in Grade 3	I like reading	Girls 85% Boys 70%
8%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	65% 61%
0%	Fully exempt from the assessment	I like writing	65% 43%
6%	Receiving special education (excluding gifted)	I am good at writing	65% 61%
53%	Boys	I like mathematics	73% 70%
12%	Language other than English in the home	I am good at mathematics	35% 74%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	90%	82%	76%
Girls	88%	81%	77%
Boys	91%	83%	74%

### School Response and Plan for Action

From an initial viewing of the school data, the staff is very pleased with the number of students performing at level 2 and above (reading 90%, writing 82%, and math 76%) The number performing at level 3 and above (reading 41%, writing 31% and math 20%). Possible reasons and solutions for these scores will need further analysis and discussion.

The grades 2,3,4, and LRT/ESL teachers are meeting in January to discuss these results and their meaning for programs and instruction at Ridgemount. At our February 1998 full staff meeting this information will be shared. The plan will be shared, discussed and approved by our school council. The action plans developed by mid Feb will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during June 1999.

The following are lists of strategies currently in our School Action Plan that directly impact on our reading and writing focus. We will continue with these initiatives:

- > In-service The Ontario Curriculum Grades 1 – 8 Language.
- > Open Court Reading Program (expansion) Primary 1 – 3
- > Open Court strategies used in our L.R.T. Program
- > Book Bags – books take home to read with Parents
- > Information skills
- > Computer Skills/  $1\frac{1}{2}$  hrs weekly in our computer Lab
- > L.R.T./E.A.s/volunteers support all classes
- > Language Programs carried out by E.A.s and supervised by Speech & Language Path & L.R.T.
- > Assessment Portfolios – focus on reading comprehension skills, work recognition & spelling.

These strategies support our math focus:

- > In-service The Ontario Curriculum grades 1 – 8, Mathematics
- > Journalling
- > Math manipulatives (tubs to collect & share materials)
- > Learning Centre for math support

The School's Plan for Action process is open to any parent who wishes to be involved. Please contact the Principal's office for further details.

Principal Signature:

*Mrs. M. Johnson*

Date:

*Jan. 21/98*





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

Robert Land Public School

School Address: 460 Wentworth St. N.

School Phone: (905) 527-1563

School Fax: (905) 527-5212

Principal: Lorrie Ann Wannamaker

Grade Levels: JK - 5

Enrolment: 250

Hamilton-Wentworth D/S.B. Information: 527-5092, Ext. 2631

Robert Land School is located in the Landsdale community which is located in Ward 3. This lower city north-end school was built in 1915. It was named after a United Empire Loyalist general. The school presently serves 250 students. The original school was 12 rooms with 8 rooms added several years later. In 1961 the gym was built and in 1989 renovations were carried out. The school and grounds take up 1.99 acres.

There is an S.L.D. class and a Speech & Language class in the school along with a Resource room. Ten percent of our population receives E.S.L. support. Our E.S.L. population largely consists of Vietnamese, Spanish and Portuguese.

The social worker organizes a parent support group, manages the breakfast program, the Big Brother Mentor program, and provides on-going counselling.

The school benefits from a number of positive partnerships including The Mom's Group, The Robert Land Greening Project - (replacement of our Creative Playground which is supported by The Rotary Club), Social Worker Co-op Students, a supportive School Council, YMCA student activities, a small, but dedicated volunteer group, Big Brothers Mentor Program, and the North Central Community Centre.

School priorities in the last few years have focussed on Safe Schools. The Environment, Computers, Nutrition & Learning Outcomes.

Three-quarters of our students are in the JK-3 classes. There are 27 staff members. We have 100% plus in school population turnover. Our budget for our Nutrition Program is \$10,000. per school year. These funds come from solicited donations.

Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212146

School Name: Robert Land Jr PS

Demographics *		Attitudes *	
34	Students in Grade 3	(percent saying yes)	Girls
3%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	Boys
0%	Fully exempt from the assessment	I am good at reading	76%
3%	Receiving special education (excluding gifted)	I like writing	65%
50%	Boys	I am good at writing	59%
15%	Language other than English in the home	I like mathematics	47%
		I am good at mathematics	53%
			65%
			59%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4	Levels 2,3,4
All students	44%	68%	26%
Girls	47%	88%	6%
Boys	41%	47%	29%
	15%	6%	0%
	24%	6%	12%

## SCHOOL RESPONSE & PLAN OF ACTION

From an initial, cursory viewing of the school data our scores were low in all 3 areas - reading, writing and mathematics, with mathematics being the lowest. Most of our students scored in the Level 2 area. Only 32% of our students say that people read to them at home which agrees with the parent questionnaire which showed 35% of our parents read to their children. It should be noted that none of our students were exempted. We believe our writing scores are the most promising because of our Writing to Read Program.

An Action Plan will be developed and implemented in light of the results. A number of key areas will be the focus for our school:

- expanding of our nutrition program (making it a daily program and universal to all our students)
- expanding of our computer resources
- exploring more parent involvement through our school council working with the social worker
- looking at our math resources and exploring strategies to improve our students ability
- discussing the use of a new reading program with the assistance of our Superintendent

*Forrie Ann Wannamaker*  
*Jan 21/98*





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Rosedale Public School**

**School Address:** 25 Erindale Ave.

**Principal:** Mrs. Janice Robertshaw

**Grade Levels:** JK-Grade 5

**School Phone:** 549-4233

**Enrolment:** 238

**School Fax:**

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Rosedale School serves 238 students and is family oriented. Many of the parents also attended Rosedale as children. As parents, they have bought back into the area or purchased their parents' homes to ensure their children receive the same community schooling and upbringing as they did. Parents value and support their children's education with a strong Home and School Association and volunteer program.

Rosedale enjoys a healthy partnership with the School Council. The School Council is enthusiastic and committed to promoting excellence in education for the students at Rosedale.

Our students are given the opportunity to experience a variety of activities to support them socially, emotionally and academically. Two of Rosedale's outstanding activities include the school choir and skipping team. A healthy active living program includes skating, swimming, hiking, "roll to school" (skateboards, bikes, roller blades) and healthy snack days. A wide range of intramural activities are offered, including floor hockey, soccer and skipping. Students also participate in a computer club and checkers.

The neighbourhood, school grounds and Kings Forest provide wonderful opportunities for outdoor excursions, play and environmental studies.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212147  
 School Name: Rosedale E S

### Demographics \*

31 Students in Grade 3  
 0% ESL/ESD (English as Second Language/English Skills Development)  
 0% Fully exempt from the assessment  
 16% Receiving special education (excluding gifted)  
 31% Boys  
 3% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	100%	60%
I am good at reading	67%	65%
I like writing	67%	45%
I am good at writing	56%	40%
I like mathematics	67%	60%
I am good at mathematics	78%	60%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4	Writing Levels 2,3,4	Mathematics Levels 2,3,4
All students	94% 71%	90% 39%	87% 39%
Girls	89% 89%	100% 67%	100% 33%
Boys	95% 65%	85% 30%	80% 40%
Receiving Special Education (excluding gifted)	60% 20%	40% 0%	60% 20%
Not Receiving Special Education (or gifted)	100% 81%	100% 46%	92% 42%

### School Response and Plan for Action

Staff is very pleased with the overall achievement of Rosedale students. Overall, they performed higher than the system and provincial results in levels 2, 3 and 4 in Reading, Writing and Math.

94% of our students performed at level 2 and above in Reading.

90% of our students performed at level 2 and above in writing.

87% of our students performed at level 2 and above in Math.

In Reading, 71% of our students performed at level 3 and 4. We believe these results reflect a variety of teaching strategies and resources in our reading program. Components of the primary reading program include an emphasis on phonics and vocabulary development, readers, library books, big books, charts, novels, audio tapes, reading buddies, home reading programs, volunteers, LRT support, and multi-media.

Our area of focus in reading will be to continue and extend what we do well. 23% of our students performed at level 4 in Reading. We will investigate the possibility of enrichment activities in reading. Teachers will inform parents through DARTS, classroom newsletters, interviews, phone calls, and playground chats on how to support and help extend the reading programs at home.

In Writing we need to develop strategies to improve skills. 39% of our students performed at levels 3 and 4. We need a shift in student achievement from level 2 to levels 3 and 4. We need an emphasis on the writing process, specifically, in writing for a variety of purposes, story organization, and in instruction in how students can correct and revise their own writing.

In Math 39% of our students performed at levels 3 and 4. We need to extend concepts in number sense and numeration, geometry, measurement, patterning and algebra, data management and probability, understanding math concepts, applying procedures and communicating in math language. To do this we will review Ministry and Board documents and seek direction through inservice from Sue Durst and Mary Jean Tyczynski.

These areas of focus will be included in the school plan. The action plans developed will include strategies, resources and time lines. Plans will be shared and discussed with our school council.

Principal Signature: *Lance Robertson*

Date: *January 17, 1998*





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**ROXBOROUGH PARK Public School**

School Address: 20 Reid Ave. N.

Principal: Mrs. M. Willett

School Phone: 905-544-8821

Grade Levels: JK - 5

School Fax: 905-544-1837

Enrolment: 395

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

**School Profile**

Roxborough Park School is a J.K. to Grade 5 school with 395 students. Eighty per cent of the children reside in geared to income housing. There is a high percentage of families with low income. There is a concern that many children have in the past, arrived at school hungry. We have a global community with children from 22 different countries (school census February 1996). The community has a significant percentage of single parent families with a majority being female head of the household. Many children arrive unmotivated to learn and demonstrate characteristics that reflect low self esteem. There is a 15% mobility rate. According to the 1991 census over 70% of the community have less than high school education. Many children begin school with a delay in language skills.

School Priorities have addressed the need to focus on self esteem through the school plan. A focus on social skills has dominated the school plan, with specific lessons targeting appropriate behaviour. We will continue with the initiatives: Keys to Living, Monthly Social Skills and Academic Awards Assemblies. We also have developed a program to emphasize good attendance and will continue to celebrate with the Attendance Incentive Program. A well developed nutrition program, managed by volunteers continues to be an important initiative at Roxborough Park School.

The residential social worker plays a key role in supporting students and their families. She assists with the Big Brothers Mentor/Mentee program and encourages the S.T.A.R. (Skills Through Active Recreation) program, which provides after school activities at no charge for children in the community.

Board ID:	212				
Board Name:	Hamilton, B of E for the City of				
School ID:	212148				
School Name:	Roxborough Park Jr PS				
Demographics *		Attitudes *			
63%	Students in Grade 3	(percent saying yes)	Girls	Boys	
51%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	73%	67%	
2%	Fully exempt from the assessment	I am good at reading	47%	63%	
3%	Receiving special education (excluding gifted)	I like writing	70%	60%	
50%	Boys	I am good at writing	57%	60%	
27%	Language other than English in the home	I like mathematics	60%	47%	
		I am good at mathematics	40%	43%	
Overall Achievement		Writing	Mathematics		
(percent of evidence of performance at the level)	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4	Levels 2,3,4	Levels 3,4	
	All students	48%	21%	71%	16%
	Girls	47%	23%	87%	23%
	Boys	53%	20%	60%	10%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above in Reading (83%). The writing score of 48% at level 2 or better concerns the staff, as 44% was indicated as NO DATA. Although all the tests material was sent in, apparently 44% contained either not enough to score or the material was lost. The math scores show 71% at level 2 or better but only 16% at Level 3.

The school staff plan to meet to discuss these results and their meaning for programs and instruction. The support staff and learning centre staff will meet as a team to examine the data of 3% receiving special education and 51% being identified as ESL/D students. Program needs will be addressed for these students.

Principal Signature:

*Margaret L. Skillett*

Date:

*Jan 23 1998*





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Ryckman's Corners Public School

School Address: 80 Springside Drive  
Hamilton, Ontario (L8B 1M7)

School Phone: (905) 574-3060

School Fax:

Principal: Mr. D. Gallagher

Grade Levels: J.K. – 5

Enrolment: 158 students

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

Ryckman's Corners School is located on Springdale Drive just south of Rymal Road (Highway 53) and east of Upper James Street (Highway 6). The intersection of these two major roadways has long been called Ryckman's Corners. When Ryckman's Corners School was built in the early 50's it was to service the population of a small subdivision that had been developed in this predominately rural community. The original school, which opened in 1953, had four classrooms. An addition in 1960 of four additional classrooms and a small gymnasium/auditorium was necessary to accommodate a growing school enrolment of grades SK – 8 students.

The families of this community enjoyed their enclave close to many city amenities but surrounded by farmland. Few or no new homes were added to the subdivision. As the families aged the enrolment of Ryckman's Corners School started to decline. By the mid 80's it became apparent Ryckman's would be closed. In June of 1987 Ryckman's Corners School was officially closed.

The late 80's, to the present day, have seen rapid growth in this part of the city. New homes and businesses are finished daily. To relieve the over crowding in neighbouring schools, Ryckman's Corners School was reopened September of 1991 as a primary/junior school. Enrolment has grown slowly to 158 students with the largest numbers in the JK/SK and grade 2 classes. The majority of students are bused to the school, with many coming from the west side of Rymal and the North side of Upper James Street. Only 7 students regularly walk to school. With the exception of the morning SK and afternoon JK students, all students stay for lunch. The school population has a moderately low but significant ESL component and Special Education Programming, including a Learning Centre, which emphasizes individualized programming and full integration.

School priorities in the last few years have included a child-centred philosophy which puts children first, social skills (the implementation of the The Safe schools Policy), implementation of the Common Curriculum/Ontario Curriculum and Computers in the curriculum. The staff and community support a variety of co-curricular and extra-curricular activities including a comprehensive lunchtime sports program.

Ryckman's Corners school enjoys a healthy partnership with the School Council, with all members working hard to achieve our goals of improving the school experience for students, promoting life long learners and respect for different economic, cultural and physical needs.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212149  
 School Name: Ryckman's Corners ES

### Demographics \*

18 Students in Grade 3  
 11% ESL/ESD (English as Second Language/English Skills Development)  
 0% Fully exempt from the assessment  
 44% Receiving special education (excluding gifted)  
 33% Boys  
 22% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	100%	50%
I am good at reading	67%	33%
I like writing	50%	33%
I am good at writing	50%	50%
I like mathematics	17%	58%
I am good at mathematics	33%	50%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	100% 61%	94% 44%	100% 44%
Girls	100% 83%	100% 83%	100% 50%
Boys	100% 50%	92% 25%	100% 42%
Receiving Special Education (excluding gifted)	100% 38%	100% 25%	100% 50%
Not Receiving Special Education (or gifted)	100% 80%	90% 60%	100% 40%

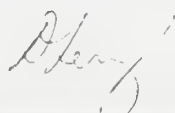
### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff is pleased with the number of students performing at levels 2 and above (reading 100%, writing 94% and math 100%). The numbers performing at level 3 and above in writing (44%) and math (44%) are areas which will need further analysis and discussion, and where we would like to focus. Of interest are the statistically better performance of girls over boys in all areas tested, and especially the significantly better performance in writing.

The school staff will meet and discuss these results and their meanings for programs, action plans and instruction delivery at Ryckman's Corners School. The plans will be shared and discussed with our School Council. Action plans to be developed by the end of January, 1998 will include specific recommendations to be implemented during the 1998-99 school year, with a review process scheduled for June 1999.

Parents are encouraged to meet with their child's classroom teacher to discuss this report and its implications for classroom practice. The school's Plan for Action process is open to any parent for discussion. Please contact the Principal's office for further details.

Principal Signature:



Date: Jan 5 1998





SCHOOL REPORT  
GRADE 3 ASSESSMENT of READING,  
WRITING and MATHEMATICS

**Sanford Avenue Public School**

School Address: 149 Sanford Avenue North

Principal: Mr. Eric Hipkiss

Mrs. Cathy Scott (V.P.)

School Phone: 528-8526

Grade Levels: JK – Grade 5

School Fax: 528-8011

Enrolment: 418

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

**School Profile**

Sanford Avenue School is located in Hamilton's north central core. It is one of the schools that has been designated as a compensatory education facility. According to 1991 census data, the student population reflects representative of more than twenty different cultures. In addition, Sanford Avenue also has the largest percentage of Native Canadian students of any junior elementary school in Hamilton. Presently, Sanford is one of two schools in Hamilton piloting a Native as a Second Language (NSL) program. Exxtensive support programs for our English as a Second Language (ESL) and special education students are also provided.

Sanford Avenue School was built in 1932 as a secondary school (School of Commerce). It existed in a variety of capacities as a secondary school until 1985. With the closure and demolition of Wentworth Street School, Sanford opened as a junior elementary school in 1985. In addition to housing over 400 students, the school rents out space to the Hamilton Teachers' Federation and to the Geneological Society (Hamilton chapter). The lower level of the school serves as a Resource Centre for the system by providing meeting rooms for speakers, committees, in-service sessions etc. Pinky Lewis Recreation Centre adjoins the school. Community programs that are offered make use of the school's two gymnasias during evening hours and on weekends.

Several of the thrusts of the school plan in recent years have been the introduction of new provincial curricula – math and language (with a special focus on reading), Safe Schools (development of a Behaviour Code) and an emphasis on upgrading and improving our computer and technological equipment and skills.

Sanford is fortunate to have an active Home and School Association and School Council. As well as running special activities, these groups support school programs in financial terms and in providing volunteer assistance.

Sanford's strength lies in its cultural diversity and with its dedicated, hard working and experienced staff.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212160  
 School Name: Sanford Avenue S

Demographics \*

48 Students in Grade 3  
 6% ESL/ESD (English as Second Language/English Skills Development)  
 0% Fully exempt from the assessment  
 27% Receiving special education (excluding gifted)  
 40% Boys  
 31% Language other than English in the home

Attitudes \*

(percent saying yes)

I like reading	Girls	Boys
	74%	45%
I am good at reading	37%	48%
I like writing	79%	66%
I am good at writing	37%	31%
I like mathematics	74%	76%
I am good at mathematics	42%	55%

Overall Achievement

(percent of evidence of performance at the level)	Reading	Writing	Mathematics
	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	81% 44%	65% 15%	90% 44%
Girls	84% 47%	74% 21%	95% 37%
Boys	79% 41%	59% 10%	86% 48%
Receiving Special Education (excluding gifted)	38% 8%	23% 0%	69% 8%
Not Receiving Special Education (or gifted)	97% 57%	80% 20%	97% 57%

\*Results are not reported where the number of students in a category is fewer than 5.  
 212 Hamilton, B of E for the City of 212160

# Summary of Grade 3 Provincial Assessment Results

## Sanford Avenue School 1996 - 97

ESL/ESD		Receiving Special Education Assistance					
			No Data	Lev.1	Lev.2	Lev..3	Lev. 4
Ontario	10%				19%		
Hamilton	12%				20%		
Sanford	6%				27%		
Ontario Reading	6%		5%	9%	30%	34%	16%
Hamilton Reading	4%		6%	10%	31%	34%	16%
Sanford Reading	6%		2%	10%	38%	31%	12%
Ontario Writing	4%		5%	9%	43%	31%	8%
Hamilton Writing	2%		6%	11%	47%	29%	6%
Sanford Writing	2%		25%	8%	50%	10%	4%
Ontario Mathematics	4%		3%	17%	43%	28%	5%
Hamilton Mathematics	2%		2%	21%	43%	28%	4%
Sanford Mathematics	2%		0%	8%	46%	42%	2%

### School Response and Plan for Action

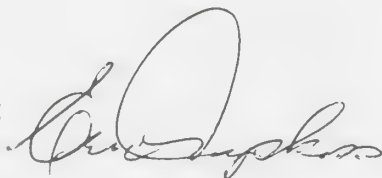
Early analysis of the school data show that our students are performing acceptably (levels 2,3,4) in Reading (81%) and Mathematics (90%). There is a considerable discrepancy between these areas and those involving Writing skills (65%). In addition, the differences between these total percentages and those representing students achieving at levels 3 and 4 appear significant e.g. Reading 37%, Mathematics 46% and Writing 50%. This will require further exploration.

To date, individual student reports have been shared with classroom teachers, and resource teachers to assist them with program planning and class organization. The overall school report has been presented to the staff and the Home and School/School Council. In the near future, the school report will be shared with the entire school community by way of a special edition of the school newsletter.

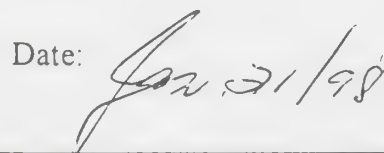
Data from the three areas involved will be studied further with respect to the subskills tested in order to determine possible patterns of strengths and weaknesses. The summary information gained from the school report will continue to provide direction for specific components of the school plan for 1998. Staff will continue to meet in committee structures to develop specific recommendations, especially with respect to written literacy skills, for incorporation into the plan.

Parents will be encouraged to dialogue with the classroom teachers to discuss individual student profiles. The School Plan will be shared with the Superintendent of Schools, the School Council and interested parents.

Principal Signature:



Date:





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Seneca Public School**

**School Address:**  
10 Abbington Drive  
**School Phone:** 385-3241  
**School Fax:**

**Principal:** Richard Bull  
**Grade Levels:** JK – 5  
**Enrolment:** 237  
**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Seneca School is located in the William McCulloch (Brown's) Park community on the west mountain. The school was built in the early 1970's and was expanded several years later. While we have a high turnover rate of 89%, our school enrolment is relatively stable from between 237 to 245 at any given time.

A significant portion of our school population (36%) comes from the Purnell Drive Hamilton Housing Project. Seneca's ESL population has grown from 16% (1994-1995) to 25% this year and represents 18 different language groups. There is a significant special education presence at Seneca with 20 % of our students on our active DART roll. We monitor and modify programs for these students. In addition, we have both a primary and a junior class for developmentally disabled students and a primary SLD class as well.

Until this year, the "STAR" program, operating from Purnell Drive, ran an evening recreational program in our gym. Unfortunately, this worthwhile program has been discontinued due to a decrease in government funding.

The School Plan at Seneca is implemented through a committee structure. Some of the areas of focus, on-going for the past three years are as follows:

**Citizenship Committee:** Social skills program, peer mediation, revised Code of Conduct (1966)

**Outreach Committee:** Increased parental and community involvement in all aspects of the school operation. We have been fortunate in acquiring support from the Hamilton Mountain Rotary Club for our apple program and from the Hamilton Foundation to establish a snack program.

**Computer Committee:** In-service on new equipment and programs for staff and students

**Environmental Committee:** Participation in the Green Schools Program. We are a Green School working towards Jade Status.

**Program Committee:** In-service for staff as we implement the Common Curriculum and, more recently, the New Ontario Curriculum.

Seneca has two active parent groups – a Home and School Association and a School Advisory Council. Both groups are represented at each other's meetings.

In partnership with our parents and community, we work to provide the best possible program to meet our students' needs.

Board ID: 212  
Board Name: Hamilton, B of E for the City of  
School ID: 212150  
School Name: Seneca Jr PS

### Demographics \*

27 Students in Grade 3  
19% ESL/ESD (English as Second Language/English Skills Development)  
4% Fully exempt from the assessment  
15% Receiving special education (excluding gifted)  
38% Boys  
26% Language other than English in the home

### Attitudes \*

(percent saying yes)

	Girls	Boys
I like reading	90%	69%
I am good at reading	40%	50%
I like writing	80%	69%
I am good at writing	60%	50%
I like mathematics	60%	44%
I am good at mathematics	40%	44%

### Overall Achievement

(percent of evidence of performance at the level)	Reading		Writing		Mathematics	
	Levels 2,3,4	Levels 3,4	Levels 2,3,4	Levels 3,4	Levels 2,3,4	Levels 3,4
All students	74%	33%	78%	37%	52%	0%
Girls	80%	40%	80%	40%	40%	0%
Boys	75%	31%	81%	38%	62%	0%

### School Response and Plan for Action

The test results show that 74% of grade 3 students at Seneca are performing at level 2 and above in reading. The results in writing are 78% and in mathematics, 52%.

These results, especially in mathematics, are not as high as we would like. It is noteworthy that of the 27 students who were tested, 26% were ESL students, and 15% were receiving special education resources. As well, we recognized that there were gaps between what our students were expected to know in mathematics during the assessment unit and what has been covered in the curriculum.

It is important that we analyze these results carefully as a staff and plan to address any areas of weakness in the delivery of our program. All primary teachers will need to be involved as the curriculum expectations grade 3 are a developmental process.

These results have been shared with the Seneca School Council and in the months ahead, our plans will be shared with our parents groups. One area we need to investigate is the support our students receive at home. We will explore strategies to assist our parents in reinforcing program at home.

We are already implementing a program to strengthen reading skills at Seneca. We have expanded the Open Court Reading program to include all students from senior kindergarten to grade 3. We are pleased with the results so far.

We will need to examine our math program carefully and as a staff ensure that the implementation of the New Ontario Curriculum is planned and carefully monitored.

Principal Signature:



Date: 9/2/21





# SHERWOOD HEIGHTS' REPORT ON THE GRADE 3 ASSESSMENT OF READING, WRITING, & MATHEMATICS

## Sherwood Heights Public School

SCHOOL ADDRESS: 105 High Street  
Hamilton, On L8T 3Z4  
SCHOOL PHONE: (905) 574-5752

PRINCIPAL: Mr. T. Dexter  
Grade Levels: JK - 5  
Hamilton Board of Education

Sherwood Heights Junior Elementary School is located in a middle class community on the north east end of the Hamilton escarpment. We are on the same campus as Sherwood Secondary School.

Our school services over 340 students. Approximately half the students live in the immediate area and walk to school. The other half of the student body are bussed from the Templemead/Rymal Road area. A few of our students are from subsidized housing and lower income housing developments.

More than 12% of our students use a language other than English at home. Twenty students (from various grades) are in our ESL program. We have eleven students who are officially identified as exceptional and more than ten whom we consider to be "at risk".

Our Vision is to have a school where everyone works together to achieve maximum student potential. In order to realize that vision, we initiated a Learning Centre (two years ago) where students from either ends of the learning spectrum are able to be challenged and find success. We are supported by many parent/community volunteers as well as the "Sherwood Project"— a high school credit course where grade 11 & 12 students work directly with students who have special needs.

We have an active Home and School Association and a School Council. A wise decision has been made to delineate the areas of involvement for each organization. Both organizations make a significant contribution to the operations of our school.

Since our goal is improved student learning within a safe school environment, parent groups and staff often reach out to our community through questionnaires, flyers (such as the Spelling Flyer and Technology Flyer) and regular communiques. There is parent and staff representation on our Directions Committee which models the collaborative manner in which decisions are made that serve student needs. Curriculum nights are well-attended.

Principal's Signature T. Dexter

Home & School President's Signature Chad Da

School Council President's Signature Bob

Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212151

School Name: Sherwood Heights Jr E

### Demographics \*

45	Students in Grade 3
4%	ESL/ESD (English as Second Language/English Skills Development)
0%	Fully exempt from the assessment
13%	Receiving special education (excluding gifted)
40%	Boys
13%	Language other than English in the home

### Attitudes \*

(percent saying yes)

	Girls	Boys
I like reading	88%	72%
I am good at reading	71%	60%
I like writing	82%	36%
I am good at writing	82%	48%
I like mathematics	47%	76%
I am good at mathematics	41%	84%

### Overall Achievement

(percent of evidence of performance at the level)		Reading	Writing	Mathematics
		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students		89%	89%	91%
Girls		100%	100%	100%
Boys		84%	88%	88%
Receiving Special Education (excluding gifted)		17%	33%	50%
Not Receiving Special Education (or gifted)		100%	97%	97%

## SHERWOOD HEIGHTS DEMOGRAPHICS/ATTITUDES

60% of our parents read to their children and talk to their children about what he/she has written at least a few times a week. 89% help their children with number problems at least a few times a week.

90% speak or write to their child's teacher or principal.

86% (or higher) are satisfied to very satisfied with the way information is communicated about their child's performance in reading, writing, and math.

## SCHOOL RESPONSE AND PLAN FOR ACTION

Staff and parents are pleased with the number of students who are performing at levels 2 and above (reading 89%, writing 89% and math 91%). 100% of the girls performed at level 2 or higher in reading writing and math! A high percentage of students performed at levels 3 and 4 (reading 64%, math 69%). We were slightly disappointed with the writing results (only 42% were in levels 3 & 4) and many male students said they did not like to write (36% of the boys liked writing compared to 82% of the girls).

While 100% of the girls were at or above grade level in Math, only 41% of the girls claimed they were good at mathematics. Is this due to sex role stereo-typing?

### Four Areas of Action To Develop

#### 1. Reading

We believe that parents and teachers need to continue to work together to encourage student success in reading. We need to continue our remedial "Open Court" reading program in the Learning Centre. Through our School Council, we need to encourage parents to listen to their children read on a regular basis. There needs to be more commitment to our various home reading programs.

#### 2. Writing

We do incidental teaching of writing as part of Environmental Studies and Journal Writing. Because of the test results, we intend to do more structured, whole class, formal writing lessons. Also, teachers will keep monthly annotated samples of each student's writing activities such as lists and notes about everyday activities, poems, letters, neighbourhood newsletters, or classroom publications. We will try to encourage a more positive attitude towards writing in our male students.

#### 3. Math

Teachers will continue to work together to develop ways (eg. scoring scales and models) to describe good work in mathematics to help all their students become better self-assessors.

#### 4. Self-Esteem

Develop a school wide plan to encourage a positive, self-esteem in girls which is reflected in the girls' ability. Examine current practices/literature at school to ensure that we are not (unintentionally) encouraging sex biases.

Principal's Signature

*T. Dester*

Date

*Jan. 16 1998*





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Sir Isaac Brock Public School

School Address: 130 Greenford Drive  
Stoney Creek, L8G 2G8

School Phone: 561-0814

School Fax:

Principal: Mr. Dale A. Pyke

Grade Levels: JK - 5

Enrolment: 271

Hamilton-Wentworth D.S.B. : 527-5092, Ext. 2631

### School Profile

Our school was opened in January of 1969. This unique school is located in a beautiful residential area of east Hamilton. Although our population is 271 we have a relatively small portion of those coming from the local community. Nearly 75% of our children are bussed from their local communities to Sir Isaac Brock. This makes the job of creating a community environment a difficult task. The school plant is conducive to fostering positive community feelings. We have 2 large 'pods' which house 7 classes of students ranging from grade 1 to grade 5. Students learn to share, demonstrate courtesy and begin to develop the skills necessary to become a positive, contributing community member.

The organizational model of Sir Isaac Brock attempts to reflect the needs of the students. We have a large component of ESL children. There are in excess of 90 students whose first language is not English. Our students' origins extend to over 15 different countries. Our children speak more than 12 languages. To meet these diverse needs we have dedicated staff to areas of English As A Second Language, Learning Resource, Physical Education, Music, and Computer Studies. Unfortunately we have not been able to secure sufficient staff to maintain our Teacher/Librarian program.

At time of testing our staff was involved in continuing to prepare for implementation of new curriculum directions. The staff have offered parent information nights dealing with curriculum and report cards. As was mentioned previously, the vast number of second language families and the out of area living situation make it difficult for parents to take advantage of this service.

Board ID: 212

Board Name: Hamilton, B of E for the City of

School ID: 212152

School Name: Sir Isaac Brock Jr PS

Demographics *		Attitudes *	
		(percent saying yes)	
42	Students in Grade 3	I like reading	Girls 63% Boys 52%
10%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	53% 57%
0%	Fully exempt from the assessment	I like writing	68% 52%
2%	Receiving special education (excluding gifted)	I am good at writing	47% 33%
48%	Boys	I like mathematics	47% 57%
43%	Language other than English in the home	I am good at mathematics	42% 48%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	83%	79%	55%
Girls	84%	74%	58%
Boys	81%	81%	48%

\* Results are not reported where the number of students in a category is fewer than 5.

## School Response and Plan for Action

Hamilton Board of Education results are similar to provincial results. The results for Sir Isaac Brock are as follows:

83% scored at level 2 and above in Reading

79% scored at level 2 and above in Writing

55% scored at level 2 and above in Mathematics.

While these results may appear to be satisfactory in comparison to provincial results, we believe there is room for improvement in the number of students performing at levels 3 & 4:

43% in Reading

26% in Writing

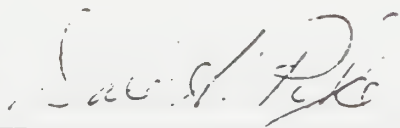
19% in Mathematics.

The staff recognizes that over 33% of the students are second language children. We view our goal as increasing student's English knowledge as a key factor in improving these scores.

These results will assist the staff in developing a focus for the school plans. The first step toward improvement will be to share these results with all staff. Using the detailed analysis will enable primary staff to address current needs while the junior teachers will gain valuable information for future planning. The School Council will be asked to assist with recommendations that involve providing parents with ways they can help their children.

Action plans need to include both human and financial resources. We will address these areas prior to the spring of 1998 in order to make appropriate decisions for improving our students skills. The School Council continues to support the programs. They have provided computer equipment which enhances both word-processing and mathematics skill development. We look forward to updating school plans on an on going basis using input from students, teachers and the school council.

Principal Signature:



Date: Jan 12/98





# SCHOOL REPORT GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

School Address: 70 Albright Road, Hamilton, Ontario L8K 5J3

Grade Levels: JK – 5 School Phone: (905) 578-4422

School Fax: (905) 578-6262

**Sir Wilfrid Laurier School**

Principal: A. Scott

Enrolment: 602

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

## SCHOOL PROFILE

Sir Wilfrid Laurier School is a large, primary-junior school, (JK-5), located in Ward 5 in Hamilton's lower city, east end. Opened during the 1990-91 school year, Laurier has a current enrolment of just over 600 pupils. The school is organized into 26 classes at this time including 11 Grade 1-3 classes, and 3 self-contained Special Education classes. Sir Wilfrid Laurier has a significant English Second Language population with approximately 10% of our student population receiving direct assistance from our ESL staff.

The school benefits from a number of positive partnerships including:

- an active and supportive School Council.
- Kids' Korner Daycare and the Laurier Recreation Centre.
- an active Co-op programme with both Glendale Secondary School and Bishop Ryan Catholic High School.
- a dedicated volunteer group approaching 100 adults

Our current School Plan has a number of components including:

**Primary Curriculum Focus:** Ontario Language and Mathematics Curriculum

Mathematics Manipulative Borrowing Centre

Hamilton Outcome-Based Curriculum

Provincial Report Card

Integration of Computer and Information Skills

**Junior Curriculum Focus:** Junior Learning Centre

Provincial Report Card

Ontario Language and Mathematics Curriculum

Hamilton Outcome-Based Curriculum

Mathematics Manipulative Materials

**School-Wide Social Skills:** Continued Implementation: Code of Respect

School-Wide Theme – Respect

"Choice of the Week" Social Skills Programme

Conflict Resolution Investigation

**Maintenance Items:**

(partial list)

Composting

Paper Reduction Initiative

Recycling Programme

Hydro Consumption Reduction

S.E.E.D. Programme

Safety Initiatives

Translators' Programme

Charity Programme

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212153  
 School Name: Sir Wilfrid Laurier PS

Demographics \*

68 Students in Grade 3  
 7% ESL/ESD (English as Second Language/English Skills Development)  
 12% Fully exempt from the assessment  
 13% Receiving special education (excluding gifted)  
 42% Boys  
 25% Language other than English in the home

Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	79%	44%
I am good at reading	75%	46%
I like writing	79%	67%
I am good at writing	61%	44%
I like mathematics	71%	74%
I am good at mathematics	46%	54%

Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4	Writing Levels 2,3,4	Mathematics Levels 2,3,4
All students	75%	75%	82%
Girls	64%	71%	75%
Boys	82%	77%	87%
Receiving Special Education (excluding gifted)	22%	11%	22%
Not Receiving Special Education (or gifted)	83%	85%	92%

\*Results are not reported where the number of students in a category is fewer than 5.  
 212 Hamilton, B of E for the City of 212153

The school moto is "Sharing and Caring!" . . . not just something we say, but something we try to practice everyday.

## SCHOOL RESPONSE AND PLAN FOR ACTION

An initial analysis of the test results indicates that our pupils scored at a level that closely parallels city-wide results for students across Levels 2, 3 and 4. In the Reading and Writing areas, 75% of all students achieved these levels compared to 81% city-wide. In the Mathematics section, 82% scored at Level 2 or better compared with 75% city-wide.

When Level 3, 4 percentages are examined the results vary. Mathematics results are an area of relative strength with 53% of all students at Levels 3 or 4 versus a city-wide result of 32%. However in the Writing area only 19% of all students achieved Levels 3 or 4 compared to a city-wide result of 35%. Reading results at Levels 3 and 4 were similar to city-wide scores – 50% and 47%.

It is interesting to note some significant differences when one examines the results for girls and boys. For example:

- 32% of the girls scored at Levels 3/4 in Writing versus 10% of the boys.
- 64% of the boys scored at Levels 3/4 in Mathematics versus 36% of the girls.
- 79% of the girls indicated they like reading versus 44% of the boys.

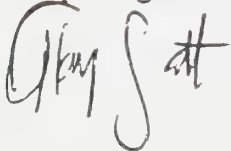
As an Action Plan is developed and implemented in light of the results a number of key areas will be the focus for staff effort including:

- classroom strategies based on input from staff members whom conducted 1997 testing.
- examination of current practice in the Primary Division for the teaching and assessment of Writing.
- exploration of strategies to address the discrepancies by gender in specific results and attitudes toward areas of study.
- analysis of the Home Questionnaire and development of strategies to address areas of concern, eg, 20% of parents read to the child almost daily.

As with the School Plan, the Action Plan to address these test results will be developed in consultation with the Laurier School Council.

Please contact the Principal's office for further details.

Principal Signature:



Date: 1998 01 14





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Stinson Street Public School**

**School Address: 200 Stinson Street**  
**Hamilton, Ontario.**

**School Phone: (905) 528 – 0119**

**School Fax: (905) 528 – 3496**

**Principal: D. Staples**

**Grade Levels: J.K. – Grade 5**

**Enrolment: 327**

**Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631**

**School Profile**

Stinson Street Public School is located in the Stinson Community drawing students from the Stinson and St. Clair communities. The school was built in 1894 and additions made in 1914 and 1959. The school community is a diverse mix of race and ethnicity and of incomes and lifestyles. It is designated as a Compensatory Education School ( 28.6% according to the 1991 Census data). The school population is very mobile with the number of students transferring during the school year outnumbering the student population at any given time during the year. Students who do transfer tend to do so a number of times in their school career and hence attend a large number of schools in a few years. This creates discontinuity in their education. The school serves over 325 students and also reflects an ever increasing number of English as a Second language students. Our Learning Centre is staffed by two Learning Resource Teachers and serves over 180 students on a weekly basis.

The school has a focus on Social Skills with our social skills program being presented weekly by a worker from the John Howard Society. We currently have the COPE program run by Chedoke McMaster Hospital weekly for the parents in our community and parents from other communities.

School priorities in the last few years have included a focus on reading with our Learning Resource Teacher spending an ever increasing amount of time in the primary grades. The staff and community value and support a variety of co-curricular and extra-curricular activities including a comprehensive house league program, school teams, choir, environment clubs and checkers.

Stinson Street School enjoys a healthy partnership with our School Council, with all working hard to achieve our common goals. Parents also serve on committees and assist at many functions where their input, expertise and support is invaluable. Many parents serve as volunteers in classrooms to work directly with our students.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs. Our students are given the opportunity to experience a variety of activities to support them in their school life.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212154  
 School Name: Stinson Street Jr PS

### Demographics \*

35 Students in Grade 3  
 11% ESL/ESD (English as Second Language/English Skills Development)  
 3% Fully exempt from the assessment  
 26% Receiving special education (excluding gifted)  
 39% Boys  
 17% Language other than English in the home

### Attitudes \*

(percent saying yes)	Girls	Boys
I like reading	75%	53%
I am good at reading	83%	68%
I like writing	58%	53%
I am good at writing	50%	53%
I like mathematics	67%	63%
I am good at mathematics	67%	58%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	69% 49%	69% 34%	69% 23%
Girls	83% 75%	75% 50%	67% 42%
Boys	68% 37%	68% 26%	79% 11%
Receiving Special Education (excluding gifted)	22% 11%	33% 0%	44% 0%
Not Receiving Special Education (or gifted)	85% 62%	81% 46%	77% 31%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff are generally pleased with the numbers of students performing at levels 2 and above (reading 69%, writing 69% and math 69%). Due to the relatively small sample size (35 students) and the turnover of students in the school, interpretation of the results must be interpreted cautiously. The numbers performing at level 3 and above in writing (34%) and math (23%) are not meeting our expectations and possible reasons and solutions will need further analysis and discussion. Of interest is the significantly better performance of girls over boys in all areas.

The school staff plan to meet after school and as part of a Professional Activity day to discuss these results and their meaning for programs and instruction at Stinson Street School. The results will also be addressed in our Primary and Junior Curriculum Planning Teams for further input and action. The plans will be shared, discussed and approved by our School Council. The Action Plans developed by the end of January, 1998 will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during June 1999.

Parents are encouraged to meet with their child's classroom teacher to discuss this report and its implications for classroom practice. The school's Plan for Action process is open to any parent who wishes to be involved. Please contact the Principal's office for further details.

Principal Signature: *David Staples*

Date: 1998 01 20





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### Strathcona Public School

School Address: 10 Lamoreaux Street  
Hamilton, Ontario, L8R 1V1  
School Phone: (905) 527-2470  
School Fax: (905) 527-2472

Principal: Mrs. Maxine Martineau  
Grade Levels: J.K. to Gr. 6  
Enrolment: 169  
Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

Strathcona Public School is located in the Strathcona community, a long established community steeped in history. The original school was built in 1894 with the present building replacing it in 1985. The school serves 170 students diverse in ethnic and cultural mix. Special Education Programs, including the Learning Centre and a junior Specific Learning Disabilities class, have a strong emphasis on integration.

The school shares space with an Umbrella Child Care Program and abuts the community park, sharing recreational equipment.

School priorities in the last past have included blended classes (grade 1, 2, 3), literacy (Read N' Relax Room run by volunteers), Safe Schools (Zero Tolerance, Peer Mediation and Code of Conduct), and Computer Literacy (Computer Lab, Report Card, ESAP). The staff and community value and support a variety of co-curricular activities and extra curricular activities including a drama club, swimming team and checkers club.

Strathcona School enjoys a healthy partnership with the School Council and the Home and School, with all working hard to achieve our common goals. Parents also serve on many committees and assist at many functions where their input, expertise and support is invaluable.

We are a community that demonstrate a willingness to support the school in a positive partnership. School events of a social nature are welcomed and supported by the community.

Our students are given the opportunity to experience a variety of activities to support them in their school life.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212155  
 School Name: Strathcona Jr PS

### Demographics \*

22%	Students in Grade 3	Attitudes * (percent saying yes)	Girls	Boys
9%	ESL/ESD (English as Second Language/English Skills Development)		82%	50%
0%	Fully exempt from the assessment		36%	62%
50%	Receiving special education (excluding gifted)		73%	25%
58%	Boys		45%	50%
23%	Language other than English in the home		64%	62%
		I am good at mathematics	36%	62%

### Overall Achievement

(percent of evidence of performance at the level)	Reading Levels 2,3,4 Levels 3,4	Writing Levels 2,3,4 Levels 3,4	Mathematics Levels 2,3,4 Levels 3,4
All students	45% 18%	68% 18%	55% 14%
Girls	55% 27%	73% 36%	55% 18%
Boys	38% 12%	75% 0%	62% 12%
Receiving Special Education (excluding gifted)	36% 27%	45% 18%	55% 27%
Not Receiving Special Education (or gifted)	55% 9%	91% 18%	55% 0%

### School Response and Plan for Action

At Strathcona School the following percentages of students were performing at Level 2 and above. Reading 45%, Writing 68%, and Mathematics 55%.

82% of our girls and 50% of our boys like reading.

36% of our girls and 62% of our boys stated that they are good at reading.

73% of our girls and 25% of our boys stated that they like writing.

45% of our girls and 50% of our boys stated that they are good at writing.

64% of our girls and 62% of our boys stated that they like mathematics.

36% of our girls and 62% of our boys stated that they are good at mathematics.

84% of our parents who responded enjoy reading. 53% read for pleasure at home every day and 42% read technical or professional books at home every day. 32% of our parents read to their child every day, 32% read to their child a few times a week and 26% read to their child a few times a month. 58% of our parents encourage their children to read materials that are not part of his or her work for school. 58% of our parents enjoy writing a lot and 53% of our parents enjoy doing mathematics and solving math problems a lot. There is a lot of parent/school involvement with 79% of our parents reporting that they attend parent/teacher conferences, 100% read school newsletters and 100% review their child's report card. 79% of parents report that they are satisfied with how information is communicated to them about their child's performance in reading, writing, and mathematics. 21% of parents report they are actually involved with their child's school and 47% feel somewhat involved. 63% of our parents reported that a computer was available at home to use for school work. 74% had a calculator at home to use for school work. 100% of homes had writing materials available at home for children to use.

From an initial, cursory viewing of school data, staff are concerned with the numbers of students performing at level 2 and above in reading - 45%. Also significant are the number of students performing at Level 2 and above in writing - 68% and mathematics - 55%. The numbers performing at level 3 and above in reading - 18%, writing - 18%, and math - 14% are not meeting expectations and possible reasons and solutions will need further analysis and discussion and will form the basis of our school focus on improvement. Students scoring at level 1 in all three areas have been identified and appropriate programming will be addressed through the DART process. The school staff will meet during January and February to discuss these results and their meaning for programs and instruction at Strathcona School. Through divisional meetings, staff will work together to develop ways to describe good work in reading and writing to assist parents in understanding criteria for evaluation and to improve assessment of student work. An Action Plan will be developed during Term 2 and will include specific recommendations with a focus on literacy to be implemented during the remainder of this year as well as during the 1998-99 school year, with a review of progress during June, 1999. Action Plans will be shared, discussed and approved by our School Council.

Parents are encouraged to attend an information session to discuss the Report and its implications for classroom practice. The school's Plan for Action process is open to any parent who wishes to be involved. Please contact the Principal's office for further details.

Principal Signature: *Maureen Martineau*

Date: *January 20, 1998*





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Thornbrae Public School**

**School Address:** 256 Thorner Drive  
Hamilton, Ont.

**School Phone:** (905)387-5887

**School Fax:** (905)387-9208

**Principal:** Mr. Dave Rogers

**Grade Levels:** JK-5

**Enrolment:** 382

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Thornbrae Public School is located on the central mountain area in Hamilton. The school was built in 1962 and then had a gym and 3 additional classrooms built soon afterwards. It currently has an additional 7 portable classrooms that are used for grade level classes and for French and Music. The school serves approximately 382 students from a wide range of cultural and economic backgrounds. We draw our students from a wide geographical area, with 270 students being bused to our location. There are approximately 60 students identified as ESL, from 13 different language groups. According to Census data, 12.9% of our families are considered to have compensatory education risks due to economic factors. The school contains a Learning Resource Centre for servicing students who are Exceptional or are at risk for academic difficulties. We also have a combination Library and Computer Lab. We are currently in the process of having the school become more energy and water efficient with upgrades to our heating systems, water systems, lighting, and weather stripping on doors and windows. The Computer Lab area has just had additional electrical wiring installed to handle the increased load. As well, 12 of the micros have been connected into a Local Area Network. Air conditioning will be added in the near future to deal with heat problems as the weather warms up.

We currently have a staff of 18.5 teachers, 4 Educational Assistants, 1 secretary, 5 Lunchroom Assistants, 1 caretaker, 1 assistant caretaker, and 1 principal.

School priorities in the last few years have included a focus on reading, the upgrading of our computer equipment, the redevelopment of our mathematics programme, and the implementation of a Peer Mediation programme. The school has received a number of awards during the past three years including bronze, silver and gold Choir performances at the Kiwanis festival; 3 years of championship performances at the annual Public School Swim competition; the city wide Checkers Championship - 1997; a Green School banner from the SEEDs Foundation; a demonstration skipping team for the Heart and Stroke Foundation 1997 and 1998; and the Award of Excellence (Elementary School) from the Mayor's Committee Against Racism and Discrimination.

Thornbrae School is supported by our parents with both a School Council and a more informal Parents' Group. Both groups meet regularly to discuss issues, give advice and input to school administration. Both groups also organize and support school functions that benefit our whole educational community.

We utilize a large number of parent and volunteers who support a number of school programmes including the Library, Learning Resource Centre, Computer Lab, and classrooms. Secondary school Co-op students are also welcomed at the school, thereby building their own skills, and supporting our students and staff in a variety of ways.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212156  
 School Name: Thornbrae Jr PS

Demographics *		Attitudes *	
70	Students in Grade 3	(percent saying yes)	Girls Boys
23%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	90% 67%
1%	Fully exempt from the assessment	I am good at reading	69% 60%
17%	Receiving special education (excluding gifted)	I like writing	72% 60%
57%	Boys	I am good at writing	59% 37%
16%	Language other than English in the home	I like mathematics	74% 60%
		I am good at mathematics	64% 57%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students	77% 54%	79% 27%	67% 26%
Girls	77% 62%	79% 38%	69% 26%
Boys	80% 47%	80% 13%	67% 27%
Receiving Special Education (excluding gifted)	42% 25%	33% 8%	50% 25%
Not Receiving Special Education (or gifted)	84% 60%	88% 31%	71% 26%

\* Results are not reported where the number of students in a category is fewer than 5.  
 212 Hamilton, B of E for the City of 212156

# Summary of Grade 3 Provincial Assessment Results, 1996-97

ESL/ESD		Receiving Special Education Assistance				
	Exempt	No Data	Level 1	Level 2	Level 3	Level 4
Ontario	10%			19%		
Hamilton School	12%			20%		
Ontario	6%	5%	9%	30%	34%	16%
Hamilton School	4%	6%	10%	31%	34%	16%
	4%	6%	13%	23%	34%	20%
Ontario	4%	5%	9%	43%	31%	8%
Hamilton School	2%	6%	11%	47%	29%	6%
	1%	0%	20%	51%	24%	3%
Ontario	4%	3%	17%	43%	28%	5%
Hamilton School	2%	2%	21%	43%	28%	4%
	1%	1%	36%	41%	17%	9%



### School Response and Plan for Action

From an initial evaluation of the school data, there are areas in which the staff feels pleased and areas in which the staff continue to have concerns. The results of students performing at Levels 2 and above (the provincial standards in place at the time of testing) are Reading 77%, Writing 79% and Mathematics 67%. Students performing at level 3 and above in Writing (27%) and Mathematics (26%) are both areas of concern. This data continues to be analyzed in order to determine the most effective solutions.

We have already started to deal with the concerns in the areas of mathematics. For mathematics, we have developed an action plan that will allow us to address these concerns. In accordance to this plan, we have combined financial support from our School Council, and an allocation of school funds, to enable us to purchase new math textbooks for all grades from 1-5. We have also purchased additional manipulatives and teacher support materials to implement new math strategies for both the primary and junior divisions. Most of these math materials arrived just before Christmas. In accordance with the action plan, we will be meeting in teams to develop a more detailed implementation process for the new programme. This process will start in early 1998 and continue for the remainder of this year with full implementation and a review of the process to take place in 1998-1999. We are examining the writing results and working together to develop an action plan for that area of concern.

The students' Reading results (54%) at level 3 and above is more acceptable. It reflects the emphasis on reading that has taken place over the past few years. We are continuously re-evaluating our programmes and as a result, we have purchased a new Reading Series for the Grade 4 and 5 classes this year. Currently part of the School Plan involves team planning and inservice to fully integrate the usage of these new materials into our Junior division classrooms. There is a discrepancy between the girls' results and the boys' results (62% vs. 47%) that is a concern. Again, an in depth analysis of the results needs to be completed to understand this difference and how to address it in the classroom. A similar discrepancy exists in Writing (38% vs. 13%) but does not appear in mathematics (26% vs. 27%).

Principal Signature:

*M. D. Rogers*

Date:

*Jan. 21/98*



**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

**Vern Ames Public School**

**School Address:** 205 Berko Avenue  
Hamilton, Ont. L8V 2R3

**School Phone:** 905-385-3239

**School Fax:**

**Principal:** Mrs. Karla Tessaro

**Grade Levels:** J.K. - Grade 5

**Enrolment:** 332

**Hamilton-Wentworth D.S.B. Information:** 527-5092, Ext. 2631

**School Profile**

Vern Ames School is located on Hamilton's east mountain. The school serves over 330 students from two community areas. Half of the student body is bused to the school from a community 3 miles south of the school. Although a majority of the school's population speaks English, 15 percent come from homes where English is the second language.

School priorities in the last few years have included a focus on reading across the curriculum (staff professional development) and use of the Open Court program for at-risk readers. Other areas of focus have included Safe School Initiatives (Peer Mediation and a Social Skills Program), Problem Solving, and Wellness strategies. The staff and community value and support a variety of co-curricular activities and special events.

Vern Ames is developing a healthy partnership with the School Council and the Parent/Teacher Association, with all working hard to achieve our common goals. We are a collaborative community who work together to ensure that all of our children receive an education of the highest quality.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212157  
 School Name: Vern Ames Jr PS

Demographics *			Attitudes *	
			(percent saying yes)	
47	Students in Grade 3		I like reading	Girls 74% Boys 50%
4%	ESL/ESD (English as Second Language/English Skills Development)		I am good at reading	61% 62%
4%	Fully exempt from the assessment		I like writing	65% 46%
15%	Receiving special education (excluding gifted)		I am good at writing	35% 42%
49%	Boys		I like mathematics	65% 54%
9%	Language other than English in the home		I am good at mathematics	22% 42%

Overall Achievement		Reading	Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students		87% 81%	85% 47%	83% 43%
Girls		91% 87%	91% 61%	78% 35%
Boys		83% 75%	79% 33%	88% 50%
Receiving Special Education (excluding gifted)		57% 57%	71% 14%	71% 0%
Not Receiving Special Education (or gifted)		92% 85%	88% 52%	85% 50%

# Summary of Grade 3 Provincial Assessment Results, 1996-97

ESL/ESD	RECEIVING SPECIAL EDUCATION ASSISTANCE
Ontario	19%
Hamilton	20%
School	15%

	EXEMPT	NO DATA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Ontario Reading	6%	5%	9%	30%	34%	16%
Hamilton Reading	4%	6%	10%	31%	34%	16%
School Reading	4%	6%	2%	6%	49%	32%
Ontario Writing	4%	5%	9%	43%	31%	8%
Hamilton Writing	2%	6%	11%	47%	29%	6%
School Writing	4%	4%	6%	38%	45%	2%
Ontario Mathematics	4%	3%	17%	43%	28%	5%
Hamilton Mathematics	2%	2%	21%	43%	28%	4%
School Mathematics	4%	4%	9%	40%	40%	2%

### School Response and Plan for Action

From an initial, cursory viewing of the school data, staff is pleased with the number of students performing at level 2 and above (reading 87%, writing 85%, and math 83%). With 81% of all students performing solidly within or above the expected range in reading, the school will continue to work co-operatively with parents to provide the learning environment that produced these fine results.

The numbers performing at level 2 and below in writing (42%) and math (49%) are not meeting our expectations and possible reasons will need further analysis and discussion. Of interest, is the significantly better performance of girls over boys in writing, and boys over girls in math.

The results of this test will be shared with School Council on Monday, January 12, 1998. At this point, input will be requested for support and assistance with the development of action plans.

Last spring, the grade 3 teachers observations of and analysis of how their students performed on the provincial test was used to develop initial program plans for the future.

The school team plans to discuss these plans in relation to the results and their meaning for programs and instruction at Vern Ames School. The data and its interpretation will also be a focus for the School Plan Program Committee to assist with their planning of the Assessment & Evaluation directive. The Action Plans to be developed by the end of February will be shared and discussed with the School Council. Their implications for classroom practice will be shared with parents in the February School Newsletter.

Principal Signature:



Date: 98.01.19



# **SCHOOL REPORT GRADE 3 ASSESSMENT OF READING, WRITING AND MATHEMATICS**

## **VISCOUNT MONTGOMERY ELEMENTARY SCHOOL**

**SCHOOL ADDRESS:** 1525 Lucerne Avenue  
Hamilton, Ontario L8K 1R3  
**SCHOOL PHONE:** (905) 544-5670

**PRINCIPAL:** Mr. B. Castle  
**Grade Levels:** JK - 8  
**Enrolment:** 444 students

The Viscount Montgomery School community is a mix of single family homes and apartment buildings. Recently, more children have been enrolling from previously adult only apartments in our area. While most of our students do not need an intensive ESL program, in a significant number of homes, a language other than English is used. The community as well would be predominantly "blue collar", and in the most recent census slightly above the average unemployment rate.

In our school the reading scores were stronger than the language and mathematics scores, with 100% at or above grade level. The language and mathematics scores were slightly lower with 96% at or above grade level, in writing, and 90% at or above grade level in mathematics.

Board ID:	212		
Board Name:	Hamilton, B of E for the City of		
School ID:	212158		
School Name:	Viscount Montgomery PS		
Demographics *		Attitudes * (percent saying yes)	
23	Students in Grade 3	I like reading	Girls 88% Boys 46%
0%	ESL/ESD (English as Second Language/English Skills Development)	I am good at reading	50% 15%
4%	Fully exempt from the assessment	I like writing	88% 15%
13%	Receiving special education (excluding gifted)	I am good at writing	50% 8%
38%	Boys	I like mathematics	38% 46%
0%	Language other than English in the home	I am good at mathematics	25% 46%
Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4 Levels 3,4	Levels 2,3,4 Levels 3,4
All students		91% 43%	91% 43%
Girls		100% 88%	88% 50%
Boys		92% 23%	100% 46%

## VISCOUNT MONTGOMERY ELEMENTARY SCHOOL DEMOGRAPHICS AND ATTITUDES

Please see attachment.

### SCHOOL RESPONSE AND PLAN FOR ACTION

From an initial viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 96%, writing 91% and math 91%). While the numbers performing at level 3 and above (reading 39%, writing 43% and math 43%) are not poor, we will be analysing the results with a view towards improving these results.

The school staff will meet as part of our after school meetings and Professional Activity day times to discuss these results and their meaning for programs and instruction at Viscount Montgomery School. This has, and will, include in-service for teachers around the new Ontario Language Curriculum, planning for individual students using the Board's Outcome/Expectation documents, use of the Program Planner and the initiation of a Language Team to develop and implement plans for the spiral growth of particular skills. Staff will also provide opportunities for students to practise and develop their ability to respond appropriately to various test situations by using specific questioning styles in several curriculum areas - language, math, social studies and science.

Parents as always are encouraged to meet with their child's classroom teacher or the Principals to discuss this Report, and its implication for classroom practice.

Principal Signature: \_\_\_\_\_

*Bastel*

Date: \_\_\_\_\_

*Jan. 26/98*





# SCHOOL REPORT

## GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

### W. H. Ballard Public School

School Address: 801 Dunsmure Road  
Hamilton, Ontario L8H 1H9  
School Phone: 905 547-1689  
School Fax: 905 547-9497

Principal: John Forbeck  
Grade Levels: JK-8  
Enrolment: 775  
Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

### School Profile

W. H. Ballard School is a JK-8 elementary school located in the east end of Hamilton. Enrollment is currently 775 students making this the largest elementary school in the Hamilton-Wentworth District School Board. The school population is relatively stable with few transfers in and out during the school year. There are less than 10 students receiving ESL programming and/or support although approximately 30% of students receive programming support through the Learning Centre to supplement classroom instruction.

Three classes of gr. 3 students were involved in the EQAO testing in the Spring of 1997 (gr. 2/3 split, gr. 3, and gr. 3/4 split). The gr. 2 and gr. 4 students in the split classes participated in the testing. Although their work was not sent to EQAO it was used by the teachers to assess the students' overall performance. In all there were 55 gr. 3 students at W. H. Ballard School. One student was exempted from all testing leaving 54 gr. 3 students who completed the testing. Three classroom teachers and one Learning Resource teacher was involving in the administration of the testing. The Vice-Principal was the school contact person.

The classroom teachers and a Learning Resource Teacher all attended in-service prior to the testing period. The Vice-Principal attended a regional meeting for administrators to learn about timelines, procedures, materials involved, and co-ordinating the administration of the test.

The test was administered over a two week period in March and April of 1997. The classroom teachers and a Learning Resource Teacher administered the test. Length of time varied but teacher feedback indicates that it took approximately three quarters of a day for each of the testing days. The Vice-Principal was responsible for all student work being coded, packaged and sent back to EQAO.

A school or site plan is developed and reviewed annually by the staff with input from the School Council. Literacy, Numeracy, Zero Tolerance and Conflict Resolution have been some of the areas of focus for the whole school. A sampling of the strategies used in the 1997-98 year to implement these initiatives were: staff attending workshops at the school and system level on a variety of topics; budget allocated to purchase program materials consistent with Ontario Curriculum in areas of language and mathematics; ongoing implementation of a Peer Mediation program in both the Primary-Junior and Middle School divisions; planning of special events such as the Young Authors' Conference; weekly Middle School Kid-Talk meetings; and ongoing support of At-Risk and Exceptional students through Diagnostic & Resource Team meetings along with Learning Centre support to augment classroom programs and address specific student needs.

Opportunities for students to participate in co-curricular activities takes place during lunch hours and after school as well as during daily advisor time. Out of classroom experiences are one of a wide variety of teaching strategies staff use to implement program.

Board ID:	212				
Board Name:	Hamilton, B of E for the City of				
School ID:	212159				
School Name:	W H Ballard PS				
Demographics *		Attitudes *			
55	Students in Grade 3	(percent saying yes)		Girls	Boys
0%	ESL/ESD (English as Second Language/English Skills Development)	I like reading		77%	57%
2%	Fully exempt from the assessment	I am good at reading		65%	74%
5%	Receiving special education (excluding gifted)	I like writing		77%	57%
57%	Boys	I am good at writing		71%	48%
11%	Language other than English in the home	I like mathematics		68%	52%
		I am good at mathematics		58%	52%
Overall Achievement		Writing		Mathematics	
(percent of evidence of performance at the level)		Levels 2,3,4		Levels 2,3,4	
	All students	82%	18%	75%	16%
	Girls	87%	23%	77%	23%
	Boys	74%	13%	70%	9%

## School Response and Plan for Action

Overall staff are reasonably pleased with the numbers of students performing at levels 2 and above (Reading 75%, Writing 82%, and Mathematics 75%). The numbers of students performing at level 3 and above (Reading 45%, Writing 18%, and Mathematics 16%) are not meeting our expectations. Strategies to improve students' performance will require additional discussion and analysis. Action plans developed by staff committees will include the EQAO Gr. 3 results. Students performing at level 1 in all areas have been referred to a Diagnostic and Review Team (DART) for programming strategies specific to each child's needs. Learning Centre staff, volunteers and co-op. students provide additional support and small group remediation for students identified through the DART process.

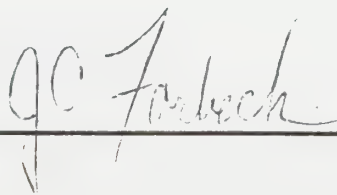
Areas of focus for the W. H. Ballard School Plan fall under two broad categories (Safe School and The Common and Ontario Curriculums). Within these categories, a number of sub-committees have been established. Each committee has developed an Action Plan which is implemented over a one to two year period.

School response and plans for action will involve the following committees: Literacy; Numeracy; and Assessment, Evaluation & Reporting. Results will be shared with the School Council for input. Some School Council members will be involved as committee members.

The Action Plans will be developed by the end of February 1998 and will include specific recommendations to be implemented by the whole staff during the 1997-97 and 1998-99 school years, with a planned review of progress during June of both years.

Parents are encouraged to meet with their child's classroom teacher to discuss this report and its implications for classroom practice and to contact the principal's office for further detail.

Principal Signature:



Date:

98-01-26





**SCHOOL REPORT**  
**GRADE 3 ASSESSMENT of READING,**  
**WRITING and MATHEMATICS**

\_\_\_\_\_ **Westwood** \_\_\_\_\_ **Public School**

School Address: 9 Lynbrook Drive, Hamilton  
Ontario, L9C 2K6  
School Phone: (905) 383-2143  
School Fax: (905) 383-0025

Principal: Mrs. Susan Joyce  
Grade Levels: Grade 3  
Enrolment: 70  
Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

**School Profile**

*Westwood School is located on the West Mountain. It sits on a large campus that includes a middle school and a secondary school. The school was built in the early sixties. Westwood School has an enrolment of 360 students in Junior Kindergarten through to Grade Five. There are two Autistic Special Education Classes.*

The school has an ESL component made up of from 10 different language groups with the three largest groups speaking either Arabic, Kurdish and Vietnamese as their first language. Special Education Programmes, including the Learning Centre have a strong emphasis on integration.

The school shares space with Before and After school, child care programme called First Base. and abuts a Recreation Centre attached to the local secondary school that sits on the same campus. Besides the First Base Programme, the gymnasium is used for a Karate class one night a week in the evening.

Over the past few years, there has been a change in the make-up of the community. There is increased unemployment among the parents, decreased number of our students living in single detached homes and ever increasing mobility of the students regarding the frequency with which students register and the number of schools that students have attended BEFORE registering at Westwood. There is a greater number of students living with only one parent, an increase number of students living in Subsidized Housing, and a slight increase in the number of E.S.L. students.

Westwood School has a large parent Volunteer Programme who help in the classrooms and also with the Lunchroom programme. The school also enjoys a very healthy and supportive partnership with the School Advisory Council. We meet once a month to set a programme based on the School Plan and this year we are attempting to keep close ties with the Middle School and the Secondary school that share our students and the campus with us.

The SCHOOL PLAN in the last few years includes a focus on LITERACY, PROBLEM SOLVING AND SAFE SCHOOLS.

Reading Literacy has been a primary focus with the goal of improving the academic reading level of the students in Grades One, Two and Three.

There has been a great improvement in this area.

Board ID:	212
Board Name:	Hamilton, B of E for the City of
School ID:	212161
School Name:	Westwood Jr PS

Demographics *		Attitudes *	
70	Students in Grade 3	(percent saying yes)	Girls
21%	ESL/ESD (English as Second Language/English Skills Development)	I like reading	Boys
1%	Fully exempt from the assessment	I am good at reading	81%
19%	Receiving special education (excluding gifted)	I like writing	84%
46%	Boys	I am good at writing	91%
21%	Language other than English in the home	I like mathematics	69%
		I am good at mathematics	75%
			46%
			62%
			54%

Overall Achievement		Writing	Mathematics
(percent of evidence of performance at the level)		Levels 2,3,4	Levels 2,3,4
All students	96%	97%	94%
Girls	100%	100%	100%
Boys	95%	97%	92%
Receiving Special Education (excluding gifted)	92%	85%	77%
Not Receiving Special Education (or gifted)	96%	100%	98%

Problem Solving is another focus for us in all areas, not just the Math. This is a very important skill in all areas of academics and especially as part of our Safe Schools focus.

The staff and community value and support a variety of co-curricular and extra-curricular activities including , school teams, Ukulele and vocal choirs.

Westwood Staff and our School Council continue to work hard to achieve our common goal of improved academic skill level and a safe and orderly environment in which to work and meet with success. Our wonderful Westwood Parents also serve on many committees and assist at many functions where their input, expertise and support is invaluable.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs.

Our students are given the opportunity to experience a variety of activities to support them in their school life.

#### School Response and Plan for Action

Viewing the 1997 ,E.Q.A.O. school data for Westwood, parents,students and staff, are pleased with the numbers of students performing at levels 2 and above (reading 96%, writing 97% and math 94%). The numbers performing at level 3 and above in writing (60%) are not meeting our expectations and possible reasons and solutions will need further analysis and discussion. Of interest is the significantly better performance of girls over boys in all areas.

The school staff plan to meet after school and as part of a Professional Activity day to discuss these results and their meaning for programs and instruction at Westwood School. The plans will be shared, discussed with our School Council. The Action Plans developed by the end of January, 1998 will include specific recommendations to be implemented during the 1998-99 school year, with a review of progress during June 1999.

Principal Signature:



Date: January 21, 1998.





SCHOOL REPORT  
GRADE 3 ASSESSMENT of READING,  
WRITING and MATHEMATICS

\_\_\_\_\_ WOODWARD AVENUE \_\_\_\_\_ Public School

School Address: 575 Woodward Avenue  
Hamilton, Ont. L8H 6P2

School Phone: 545-8819

School Fax: 545-8826

Principal: A. Kunc

Grade Levels: JK - 5

Enrolment: 287

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

**School Profile**

Woodward Avenue School is located on Woodward Avenue in the east end of Hamilton. Our school was built in 1952 and our students live in the Woodward Avenue and Beach Strip communities. The school population is very constant with approximately 289 students enrolled in our school (including 43 grade 3 students). Few students move in or out of the area throughout the year. Our school programs include daily silent reading, a bookworm club which recognizes total books read by students. (25,000 books were read last year), and the second step social skills program. Our programs focus on the use of language and math expectations in the new Ontario Curriculum.

Woodward school uses co-op students from Mohawk college and we have many parent volunteers in the school on a regular basis to work with students and teachers. We are also pleased that our school council is in it's second year of operation and is running effectively.

Board ID: 212  
 Board Name: Hamilton, B of E for the City of  
 School ID: 212162  
 School Name: Woodward Jr PS

### Demographics \*

38	Students in Grade 3	Attitudes * (percent saying yes)	Girls	Boys
0%	ESL/ESD (English as Second Language/English Skills Development)		69%	50%
0%	Fully exempt from the assessment		56%	55%
26%	Receiving special education (excluding gifted)		88%	50%
42%	Boys		50%	55%
5%	Language other than English in the home	I like mathematics	56%	45%
		I am good at mathematics	19%	50%

### Overall Achievement

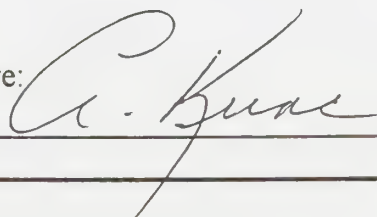
(percent of evidence of performance at the level)		Reading	Writing	Mathematics
	Levels 2,3,4	Levels 3,4	Levels 2,3,4	Levels 3,4
All students	76%	45%	82%	24%
Girls	88%	44%	94%	38%
Boys	68%	45%	73%	14%
Receiving Special Education (excluding gifted)	30%	0%	60%	0%
Not Receiving Special Education (or gifted)	93%	61%	89%	32%
				18%

### School Response and Plan for Action

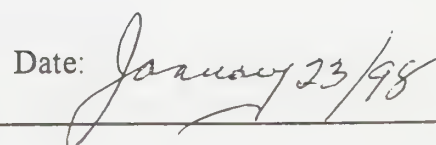
From an initial, cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above in reading and writing (reading 76%, writing 82%) The numbers performing at level 2 and above in math (61%) are not meeting our expectations and possible reasons and solutions will need further analysis and discussion.

The school staff have met briefly to discuss these results and their meaning for programs and instruction at Woodward School. At a future Professional Activity day in February we will review and revise our school plan with a continued but renewed emphasis on mathematics. We will develop and implement new tracking sheets or will ensure that the existing tracking sheets are adequate. We will use performance strategies for mathematics as identified in Provincial Standards. Ongoing progress reports by means of newsletters, parent information meetings and personal interviews with parents will continue. These plans will be shared, discussed and approved by our School Council. The Action Plans developed by the end of January, 1998 will include specific recommendations to be implemented during the 1998 school year, with an ongoing review of progress.

Principal Signature:



Date:







## SUMMARY OF PROVINCIAL, SYSTEM (HAMILTON) AND SCHOOL RESULTS

The Grade 3 EQAO assessment covered the following curriculum areas:

LANGUAGE		MATHEMATICS
Strands assessed:		Strands assessed:
Reading	Writing	<ul style="list-style-type: none"> <li>• number sense and numeration</li> <li>• geometry and spatial sense</li> <li>• measurement</li> <li>• patterning and algebra</li> <li>• data management and probability</li> </ul>
Performance Indicators		Performance Indicators
<b>Understanding of the text</b> includes: recognizing, interpreting, finding, connecting, analysing, synthesizing, explaining, organizing, sorting, and supporting ideas and information	<b>Using writing forms and organizing ideas and information</b> includes: storytelling, describing, convincing elements (main idea, supporting ideas and information, development, sequence), linking, connecting, categorizing, clarifying	<b>Understanding mathematical concepts</b> includes: knowledge of ideas and relationships (e.g., symmetry), principles (e.g., counting and grouping), procedures (e.g., problem-solving strategies), and tools (e.g., manipulatives, technology)
<b>Interacting with the text</b> includes: predicting, evaluating, connecting, engaging, extending	<b>Communicating with the reader</b> includes: focus, purpose, viewpoint or position, voice, vocabulary, sentence variety, engagement, style	<b>Applying procedures</b> includes: selection and use of appropriate operations and strategies and problem-solving processes, including judging and justifying the reasonableness of solutions
<b>Using Conventions/ Features of the text</b> includes: phonics, word and sentence order and patterns, punctuation, specific text features (e.g., elements of story telling, headings and sub-headings, dialogue, rhyme, pictures and diagrams)	<b>Using conventions</b> includes: spelling, punctuation, dialogue, grammar, capitalization, paragraphing	<b>Communicating in mathematics</b> includes: using appropriate mathematical language and conventions to express representations in concrete, pictorial, verbal, symbolic, and graphic forms

Results and descriptive data provided by EQAO are summarized on the following pages. Below is a guide to interpretation.

## STUDENT POPULATION

# Students	Enrolled in Grade 3; <b>NOTE: Results for schools with fewer than 50 students in Grade 3 should be interpreted cautiously.</b>
% ESL Students	% of the Grade 3 students receiving English as a Second Language instruction at the time of the EQAO assessment.
% Sp. Ed. Assistance	% of the Grade 3 students who were receiving special education assistance at the time of the assessment, excluding gifted students.

## STUDENT RESULTS

% Exempt	Exempted students included those students who were unable to respond to the assessment instruments in any way or students who, in the opinion of the principal, in consultation with the teacher and parent(s)/guardian(s), would be adversely affected by participating. Students could be exempted from the whole assessment (full exemption) or from one or more parts of the assessment (partial exemption).
% No Data	No achievement data resulted from students who submitted insufficient information, incomplete work or illegible work.

Common Curriculum Levels	READING	WRITING	MATHEMATICS
<b>% Level 1</b> <i>NOT MEETING STANDARD</i>	The performance indicates use of a few basic strategies to make sense of some straightforward print and respond to some simple questions through simple links to personal knowledge and experience.	The performance demonstrates use of simple features of writing to communicate some simple ideas. Occasional use of some of the basic rules of grammar, punctuation, and the standard spelling of some familiar words is evident.	The performance demonstrates and communicates some simple concepts and procedures and some attempts at problem-solving to complete some simple tasks.
<b>% Level 2</b> <i>MEETING STANDARD</i>	The performance indicates use of a variety of basic strategies to make sense of straightforward fiction and non-fiction and respond to simple questions through links to personal knowledge and experience.	The performance demonstrates use of some of the features of different writing forms to organize and communicate simple ideas. Control of some of the basic rules of grammar, punctuation, and the standard spelling of familiar words is evident.	The performance demonstrates and communicates some required concepts and procedures, and simple problem-solving strategies to complete simple tasks with accuracy.
<b>% Level 3</b> <i>MEETING STANDARD</i>	The performance indicates use of a variety of strategies to make sense of fiction and non-fiction of some complexity and respond with consistency to questions of some complexity through links to personal knowledge and experience.	The performance demonstrates use of different writing forms to organize and communicate ideas of some complexity. Control of the basic rules of grammar, punctuation, and spelling is evident.	The performance consistently demonstrates and communicates required concepts and procedures and a variety of appropriate problem-solving strategies to complete tasks of some complexity with accuracy.
<b>% Level 4</b> <i>EXCEEDING STANDARD</i>	The performance indicates integration of a wide variety of strategies to read and respond with consistency to fiction and non-fiction of some complexity and to complex questions through links to personal knowledge and experience and life situations.	The performance demonstrates control of different writing forms and communicates complex ideas. Control of the basic rules of grammar, punctuation, and spelling is evident and sentences and vocabulary are used effectively.	The performance consistently demonstrates and communicates a wide variety of complex concepts and procedures and problem-solving processes, including extensions and connections, to make accurate and complex responses.

# SUMMARY OF PROVINCIAL, SYSTEM (HAMILTON) AND SCHOOL RESULTS

APPENDIX C

9-7

READING	STUDENT POPULATION			STUDENT RESULTS					
School	# Students	% ESL Students	% Sp. Ed. Assistance	% Exempt	% No Data	% Level 1	% Level 2	% Level 3	% Level 4
Ontario	130,000	10%	19%	6%	5%	9%	30%	34%	16%
Hamilton	2,692	12%	20%	4%	6%	10%	31%	34%	16%
A.M. Cunningham	49	31%	24%	2%	4%	10%	29%	41%	14%
Adelaide Hoodless	43	0%	9%	2%	5%	14%	26%	26%	28%
Allenby	25	8%	16%	0%	4%	12%	44%	36%	4%
Buchanan Park	43	7%	9%	2%	5%	7%	21%	49%	16%
Cecil B. Stirling	65	2%	23%	6%	8%	9%	31%	29%	17%
Centennial	80	19%	11%	8%	6%	10%	31%	34%	11%
Central	18	0%	22%	6%	6%	11%	33%	28%	17%
Dr. J. Edgar Davey	31	39%	13%	3%	19%	13%	32%	23%	10%
Earl Kitchener	77	3%	17%	3%	9%	3%	26%	35%	25%
Eastmount Park	33	0%	0%	0%	0%	12%	39%	45%	3%
Fairfield	24	17%	42%	8%	8%	17%	29%	33%	4%
Fernwood Park	31	0%	19%	0%	3%	10%	6%	35%	45%
Franklin Road	53	0%	8%	2%	2%	15%	30%	40%	11%
George L. Armstrong	33	0%	9%	0%	18%	18%	30%	24%	9%
George R. Allan	63	8%	35%	0%	2%	8%	22%	43%	25%
Gibson	45	13%	16%	2%	9%	18%	53%	16%	2%
Glen Echo	36	33%	31%	6%	6%	6%	36%	28%	19%
Gordon Price	51	4%	25%	6%	2%	12%	31%	37%	12%
Helen Detwiler	91	12%	19%	3%	2%	8%	26%	41%	20%
Hess Street	46	85%	15%	4%	7%	17%	54%	15%	2%
Hillsdale	30	20%	30%	0%	13%	10%	20%	50%	7%
Holbrook	28	14%	18%	0%	4%	14%	32%	29%	21%
Huntington Park	61	0%	36%	5%	0%	2%	20%	43%	31%
James MacDonald	50	8%	22%	0%	16%	24%	36%	18%	6%
King George	23	4%	39%	0%	0%	4%	22%	48%	26%
Lake Avenue	63	57%	16%	8%	3%	11%	52%	21%	5%
Lincoln Alexander	47	0%	13%	0%	0%	0%	9%	40%	51%
Linden Park	40	0%	40%	10%	10%	5%	10%	42%	22%
Lisgar	33	12%	21%	0%	0%	3%	39%	42%	15%
Lloyd George	28	0%	32%	0%	14%	29%	32%	21%	4%
Memorial	58	5%	12%	2%	0%	3%	36%	45%	14%
Mountview	45	2%	24%	4%	0%	16%	29%	31%	20%
Norwood Park	34	0%	47%	0%	3%	0%	35%	38%	24%
Parkdale	31	10%	32%	6%	3%	10%	35%	35%	10%
Pauline Johnson	48	15%	40%	2%	0%	0%	25%	46%	27%
Peace Memorial	40	2%	15%	2%	12%	15%	32%	20%	18%
Prince of Wales	55	4%	25%	0%	13%	24%	36%	24%	4%
Prince Philip	36	8%	50%	14%	8%	0%	28%	39%	11%
Queen Mary	60	0%	37%	3%	12%	15%	45%	23%	2%
Queen Victoria	18	17%	6%	0%	0%	0%	17%	39%	44%
Queensdale	24	0%	29%	4%	12%	8%	33%	42%	0%
R.A. Riddell	47	6%	15%	4%	6%	4%	26%	38%	21%
Red Hill	33	12%	18%	3%	18%	12%	33%	30%	3%
Richard Beasley	38	13%	5%	0%	3%	5%	37%	37%	18%
Ridgemount	49	8%	6%	2%	6%	2%	49%	33%	8%
Robert Land	34	3%	3%	0%	29%	26%	29%	15%	0%
Rosedale	31	0%	16%	0%	3%	3%	23%	48%	23%
Roxborough Park	63	51%	3%	2%	5%	11%	40%	38%	5%
Ryckman's Corners	18	11%	44%	0%	0%	0%	39%	50%	11%
Sanford Avenue	48	6%	27%	6%	2%	10%	38%	31%	12%
Seneca	27	19%	15%	7%	0%	19%	41%	22%	11%
Sherwood Heights	45	4%	13%	11%	0%	0%	24%	49%	16%
Sir Isaac Brock	42	10%	2%	2%	5%	10%	40%	36%	7%
Sir Wilfrid Laurier	68	7%	13%	16%	1%	7%	28%	34%	13%
Stinson Street	35	11%	26%	14%	11%	6%	20%	29%	20%
Strathcona	22	9%	50%	23%	23%	9%	27%	5%	14%
Thornbrae	70	23%	17%	4%	6%	13%	23%	34%	20%
Vern Ames	47	4%	15%	4%	6%	2%	6%	49%	32%
Viscount Montgomery	23	0%	13%	4%	0%	0%	57%	35%	4%
W.H. Ballard	55	0%	5%	2%	5%	18%	29%	42%	4%
Westwood	70	21%	19%	1%	0%	3%	17%	33%	46%
Woodward	38	0%	26%	11%	0%	13%	32%	29%	16%



# SUMMARY OF PROVINCIAL, SYSTEM (HAMILTON) AND SCHOOL RESULTS

9-8  
APPENDIX C

WRITING		STUDENT POPULATION		STUDENT RESULTS					
School	# Students	% ESL Students	% Sp. Ed. Assistance	% Exempt	% No Data	% Level 1	% Level 2	% Level 3	% Level 4
Ontario	130,000	10%	19%	4%	5%	9%	43%	31%	8%
Hamilton	2,692	12%	20%	2%	6%	11%	47%	29%	6%
A.M. Cunningham	49	31%	24%	0%	4%	8%	55%	27%	6%
Adelaide Hoodless	43	0%	9%	2%	0%	14%	58%	19%	7%
Allenby	25	8%	16%	0%	4%	16%	56%	24%	0%
Buchanan Park	43	7%	9%	0%	2%	9%	53%	28%	7%
Cecil B. Stirling	65	2%	23%	6%	11%	9%	45%	26%	3%
Centennial	80	19%	11%	6%	5%	6%	46%	29%	8%
Central	18	0%	22%	0%	6%	17%	44%	17%	17%
Dr. J. Edgar Davey	31	39%	13%	3%	13%	6%	58%	19%	0%
Earl Kitchener	77	3%	17%	1%	12%	9%	30%	32%	16%
Eastmount Park	33	0%	0%	0%	3%	9%	52%	30%	6%
Fairfield	24	17%	42%	4%	0%	17%	54%	25%	0%
Fernwood Park	31	0%	19%	0%	0%	13%	42%	35%	10%
Franklin Road	53	0%	8%	0%	0%	15%	58%	25%	2%
George L. Armstrong	33	0%	9%	0%	15%	15%	48%	21%	0%
George R. Allan	63	8%	35%	0%	0%	3%	32%	40%	25%
Gibson	45	13%	16%	2%	2%	40%	53%	2%	0%
Glen Echo	36	33%	31%	8%	3%	6%	56%	25%	3%
Gordon Price	51	4%	25%	4%	4%	2%	33%	37%	20%
Helen Detwiler	91	12%	19%	1%	2%	4%	29%	48%	15%
Hess Street	46	85%	15%	4%	2%	15%	50%	22%	7%
Hillsdale	30	20%	30%	0%	0%	23%	47%	27%	3%
Holbrook	28	14%	18%	0%	7%	4%	54%	36%	0%
Huntington Park	61	0%	36%	5%	15%	3%	34%	34%	8%
James MacDonald	50	8%	22%	0%	2%	34%	58%	2%	4%
King George	23	4%	39%	0%	4%	17%	52%	26%	0%
Lake Avenue	63	57%	16%	3%	5%	6%	65%	19%	2%
Lincoln Alexander	47	0%	13%	0%	0%	0%	23%	60%	17%
Linden Park	40	0%	40%	2%	8%	8%	30%	42%	10%
Lisgar	33	12%	21%	0%	0%	6%	67%	24%	3%
Lloyd George	28	0%	32%	0%	4%	25%	50%	18%	4%
Memorial	58	5%	12%	0%	2%	5%	43%	41%	9%
Mountview	45	2%	24%	4%	2%	4%	53%	27%	9%
Norwood Park	34	0%	47%	0%	3%	6%	29%	50%	12%
Parkdale	31	10%	32%	3%	3%	6%	55%	23%	10%
Pauline Johnson	48	15%	40%	2%	0%	2%	25%	56%	15%
Peace Memorial	40	2%	15%	5%	2%	22%	38%	30%	2%
Prince of Wales	55	4%	25%	0%	9%	20%	58%	13%	0%
Prince Philip	36	8%	50%	11%	8%	8%	36%	33%	3%
Queen Mary	60	0%	37%	2%	7%	20%	57%	15%	0%
Queen Victoria	18	17%	6%	0%	0%	0%	50%	50%	0%
Queensdale	24	0%	29%	0%	12%	25%	50%	12%	0%
R.A. Riddell	47	6%	15%	0%	4%	4%	47%	36%	9%
Red Hill	33	12%	18%	0%	12%	6%	61%	18%	3%
Richard Beasley	38	13%	5%	0%	16%	8%	45%	26%	5%
Ridgemount	49	8%	6%	2%	12%	4%	51%	24%	6%
Robert Land	34	3%	3%	0%	6%	26%	62%	6%	0%
Rosedale	31	0%	16%	0%	0%	10%	52%	39%	0%
Roxborough Park	63	51%	3%	2%	44%	6%	27%	21%	0%
Ryckman's Corners	18	11%	44%	0%	6%	0%	50%	44%	0%
Sanford Avenue	48	6%	27%	2%	25%	8%	50%	10%	4%
Seneca	27	19%	15%	7%	4%	11%	41%	33%	4%
Sherwood Heights	45	4%	13%	9%	2%	0%	47%	36%	7%
Sir Isaac Brock	42	10%	2%	0%	2%	19%	52%	24%	2%
Sir Wilfrid Laurier	68	7%	13%	15%	3%	7%	56%	18%	1%
Stinson Street	35	11%	26%	3%	6%	23%	34%	31%	3%
Strathcona	22	9%	50%	0%	5%	27%	50%	18%	0%
Thornbrae	70	23%	17%	1%	0%	20%	51%	24%	3%
Vern Ames	47	4%	15%	4%	4%	6%	38%	45%	2%
Viscount Montgomery	23	0%	13%	4%	0%	4%	48%	43%	0%
W.H. Ballard	55	0%	5%	2%	5%	11%	64%	18%	0%
Westwood	70	21%	19%	1%	0%	1%	37%	49%	11%
Woodward	38	0%	26%	0%	5%	13%	58%	24%	0%



# SUMMARY OF PROVINCIAL, SYSTEM (HAMILTON) AND SCHOOL RESULTS

APPENDIX C

MATHEMATICS		STUDENT POPULATION		STUDENT RESULTS					
School	# Students	% ESL Students	% Sp. Ed. Assistance	% Exempt	% No Data	% Level 1	% Level 2	% Level 3	% Level 4
Ontario	130,000	10%	19%	4%	3%	17%	43%	28%	5%
Hamilton	2,692	12%	20%	2%	2%	21%	43%	28%	4%
A.M. Cunningham	49	31%	24%	4%	4%	16%	41%	31%	4%
Adelaide Hoodless	43	0%	9%	0%	2%	16%	33%	40%	9%
Allenby	25	8%	16%	0%	0%	20%	56%	24%	0%
Buchanan Park	43	7%	9%	0%	2%	19%	56%	21%	2%
Cecil B. Stirling	65	2%	23%	6%	3%	17%	25%	29%	20%
Centennial	80	19%	11%	6%	4%	12%	49%	26%	2%
Central	18	0%	22%	0%	0%	22%	56%	22%	0%
Dr. J. Edgar Davey	31	39%	13%	0%	6%	19%	45%	26%	3%
Earl Kitchener	77	3%	17%	1%	4%	13%	42%	32%	8%
Eastmount Park	33	0%	0%	0%	0%	24%	67%	9%	0%
Fairfield	24	17%	42%	0%	0%	29%	46%	25%	0%
Fernwood Park	31	0%	19%	3%	3%	16%	35%	39%	3%
Franklin Road	53	0%	8%	0%	0%	25%	51%	23%	2%
George L. Armstrong	33	0%	9%	0%	3%	39%	36%	18%	3%
George R. Allan	63	8%	35%	2%	2%	11%	30%	49%	6%
Gibson	45	13%	16%	2%	2%	29%	56%	11%	0%
Glen Echo	36	33%	31%	3%	0%	19%	56%	22%	0%
Gordon Price	51	4%	25%	4%	2%	16%	43%	31%	4%
Helen Detwiler	91	12%	19%	1%	1%	13%	43%	35%	7%
Hess Street	46	85%	15%	4%	0%	28%	41%	24%	2%
Hillsdale	30	20%	30%	0%	0%	37%	30%	33%	0%
Holbrook	28	14%	18%	4%	4%	0%	54%	39%	0%
Huntington Park	61	0%	36%	5%	2%	0%	25%	44%	25%
James MacDonald	50	8%	22%	0%	4%	54%	28%	12%	2%
King George	23	4%	39%	0%	0%	17%	39%	43%	0%
Lake Avenue	63	57%	16%	3%	0%	32%	56%	10%	0%
Lincoln Alexander	47	0%	13%	0%	2%	0%	26%	51%	21%
Linden Park	40	0%	40%	2%	5%	18%	40%	32%	2%
Lisgar	33	12%	21%	0%	0%	30%	48%	18%	3%
Lloyd George	28	0%	32%	0%	4%	54%	43%	0%	0%
Memorial	58	5%	12%	0%	2%	19%	62%	17%	0%
Mountview	45	2%	24%	2%	0%	27%	47%	22%	2%
Norwood Park	34	0%	47%	0%	0%	15%	62%	21%	3%
Parkdale	31	10%	32%	3%	0%	16%	52%	29%	0%
Pauline Johnson	48	15%	40%	2%	0%	10%	42%	38%	8%
Peace Memorial	40	2%	15%	0%	5%	28%	45%	20%	2%
Prince of Wales	55	4%	25%	0%	5%	42%	44%	7%	2%
Prince Philip	36	8%	50%	11%	3%	17%	44%	25%	0%
Queen Mary	60	0%	37%	5%	3%	13%	53%	22%	3%
Queen Victoria	18	17%	6%	0%	0%	0%	22%	61%	17%
Queensdale	24	0%	29%	0%	4%	17%	58%	21%	0%
R.A. Riddell	47	6%	15%	0%	4%	19%	45%	30%	2%
Red Hill	33	12%	18%	3%	9%	45%	36%	6%	0%
Richard Beasley	38	13%	5%	0%	0%	39%	26%	34%	0%
Ridgemount	49	8%	6%	0%	4%	20%	55%	20%	0%
Robert Land	34	3%	3%	0%	9%	65%	21%	6%	0%
Rosedale	31	0%	16%	0%	0%	13%	48%	39%	0%
Roxborough Park	63	51%	3%	2%	0%	27%	56%	16%	0%
Ryckman's Corners	18	11%	44%	0%	0%	0%	56%	44%	0%
Sanford Avenue	48	6%	27%	2%	0%	8%	46%	42%	2%
Seneca	27	19%	15%	4%	0%	44%	52%	0%	0%
Sherwood Heights	45	4%	13%	2%	2%	4%	22%	69%	0%
Sir Isaac Brock	42	10%	2%	0%	2%	43%	36%	19%	0%
Sir Wilfrid Laurier	68	7%	13%	13%	1%	3%	29%	50%	3%
Stinson Street	35	11%	26%	3%	3%	26%	46%	23%	0%
Strathcona	22	9%	50%	5%	5%	36%	41%	14%	0%
Thornbrae	70	23%	17%	1%	1%	30%	41%	17%	9%
Vern Ames	47	4%	15%	4%	4%	9%	40%	40%	2%
Viscount Montgomery	23	0%	13%	4%	0%	4%	48%	39%	4%
W.H. Ballard	55	0%	5%	2%	2%	22%	58%	16%	0%
Westwood	70	21%	19%	1%	0%	4%	20%	56%	19%
Woodward	38	0%	26%	0%	0%	39%	47%	13%	0%



## EQAO's MISSION: ACCOUNTABILITY & IMPROVEMENT

**EQAO Mission:**  
EQAO will assure greater accountability and contribute to the enhancement of the quality of education in Ontario. This will be done through assessments and reviews based on objective, reliable and relevant information, and the timely release of that information along with recommendations for system improvement.

When it was founded, EQAO's mandate included the development of a coherent and manageable large-scale assessment program for Ontario in both English and French. EQAO has actively sought out and learned from the experiences and the research in other jurisdictions with a longer history of large-scale assessment.

After a thorough search of the assessment literature and consultation with assessment experts in several other provinces and countries, it was clear that there is no one right way to conduct assessments. Almost all modern countries are in the process of refining, replacing, enhancing and sometimes reinventing their assessment methods. On the basis of the experience of others, EQAO determined that large-scale assessment in Ontario must be designed intentionally not only to provide information for accountability but also to foster genuine improvements in learning for all students.

This commitment to both accountability and improvement led to two vital underlying criteria for the development of any EQAO assessment: the assessment must be of high quality to ensure reliable and valid data on student achievement, and the assessment must contribute to student learning by enhancing the knowledge and skills of teachers, the educational community as a whole, and the public.

EQAO is committed to following recognized principles for assessment practices and implementing quality control activities and procedures to monitor each stage of the assessment process. EQAO adheres to the *Principles for Fair Student Assessment Practices in Canada* which are widely recognized and endorsed by measurement and educational associations in Canada. These principles give detailed guidelines for the developers and users of large-scale assessment methods. They include:

- ⌘ Defining the intended purposes and uses of the assessment and warning against common misuses;
- ⌘ Reviewing the materials for sensitive, offensive or misleading language;
- ⌘ Describing the specialized skills and training necessary to make valid interpretations of scores;
- ⌘ Providing evidence of the comparability of different forms of the assessment;
- ⌘ Providing clear instructions for administration;
- ⌘ Describing scoring procedures;
- ⌘ Informing students and parents<sup>1</sup> about the content and nature of the assessment;
- ⌘ Describing procedures for parents/guardians to register concern about the assessment;
- ⌘ Informing all persons with a stake in the assessment of the uses to be made of the results; and
- ⌘ Interpreting results in light of factors that might influence them.

EQAO's quality control measures and procedures are applied at each stage of the assessment process to monitor quality (the instrument development, the materials, the instructions, the teacher training, the administration, the scoring, and the reporting).

<sup>1</sup> All reference to parents in this report refers to both parents and legal guardians.



## GRADE 3 READING, WRITING & MATHEMATICS RESULTS

- Administered April 1997
- 3,300 schools
- 7,000 classrooms
- 7,400 teachers
- 10-day unit of work
- Students completed assessment tasks independently
- Province-wide
- Almost 130,000 Grade 3 students
- Results expressed as % of students at Levels 1-4
- Based on outcomes and standards in provincial curriculum
- Report released in fall 1997

The EQAO Grade 3 assessment is much more than just a test. The ten-day unit of work called "Let's Go Exploring" was an engaging learning unit that contained test items and assessment tasks which provided estimates of students' knowledge and applied skills. The assessment also included a number of questionnaires that addressed many of the factors that can have a bearing on student learning. In order to use assessment results to focus program and enhance student learning, EQAO gathered a good deal of information about many of the conditions that can contribute to children's learning. Questionnaires were obtained from more than 90% of the homes and from at least 95% of the principals and the classroom teachers involved in the assessment. Questionnaires for the home were translated into nineteen languages.

The EQAO Grade 3 assessment was designed to assess student achievement of the outcomes in the provincial curriculum documents that were in use at the time of the assessment. Student work was scored on a 4-level scale that was linked to the provincial standards. According to those standards, students were expected to perform at Levels 2 and 3. Key knowledge and skills within each subject were grouped into categories called performance indicators. Students' booklets were scored in relation to the performance indicators for reading, writing and mathematics. In addition, the mathematics booklets were scored by strand. The five strands of the mathematics curriculum are Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability. (For descriptions of the strands and performance indicators, see *Appendix C: Individual Student Report* or refer to charts which begin on page 13.)

Exempted students included those students who were unable to respond to the assessment instruments in any way or students who, in the opinion of the principal, in consultation with the teacher and parent(s)/guardian(s), would be adversely affected by participating. Students could be exempted from the whole assessment (full exemption) or from one or more parts of the assessment (partial exemption). No achievement data resulted from students who submitted insufficient information, incomplete work or illegible work.

### Exemptions and accommodations:

- 2% of students FULLY exempt in all subjects
- 6% of students exempt in reading (2% fully exempt + 4% partially exempt)
- 4% of students exempt in writing (2% fully exempt + 2% partially exempt)
- 4% of students exempt in mathematics (2% fully exempt + 2% partially exempt)
- 30% of students with permitted accommodation(s) for the testing

Note: List of permitted accommodations provided in the appendix

## WHAT EQAO LEARNED ABOUT STUDENTS AND SCHOOLS

- /// 51% of the classes have over 25 students in them. The average Grade 3 class size is 25.
- /// 30% of the Grade 3 classes contained only Grade 3 students; 28% combined Grades 2 and 3 students; 28% combined Grades 3 and 4 students; 8% combined students across three or more grades; 6% no response.
- /// 48% of the Grade 3 students who participated in the assessment were girls and 52% were boys.
- /// 76% of students indicated that they speak mostly English in the home, 7% indicated "mostly another language" and 14% said "as often in English as in another language."
- /// 10% of students were identified by their teacher as participants in English as a Second Language (ESL) or English Skills Development (ESD) programs.
- /// 7% of students had been formally identified as exceptional and were receiving special education support.
- /// 12% of the Grade 3 students had not been identified formally as exceptional but were receiving special education support.
- /// 86% of the Grade 3 students had attended nursery school and/or kindergarten.



## EQAO's MISSION DESCRIPTION OF RESULTS AND SCHEDULE OF ASSESSMENT

## Schedule of Provincial Assessment

GRADE	'96/'97	'97/'98	'98/'99	'99/2000
<b>THREE</b> Every Student	Reading and Writing Math	Reading and Writing Math	Reading and Writing Math	Reading and Writing Math
<b>SIX</b> Provincial Sample	Math		Reading and Writing	
<b>NINE</b> Provincial Sample	Follow-up year from previous testing	Math		Reading and Writing
<b>ELEVEN</b> Every Student	Develop outcomes and standards (Ministry)	Literacy assessment and reporting (development)	Literacy assessment and reporting (refinement)	Administer Assessment



## COMMUNICATION OF PROVINCIAL AND SYSTEM-WIDE ASSESSMENT RESULTS

## POLICY STATEMENT

It is the policy of the Board of Education for the City of Hamilton to communicate the results of Provincial and System-wide assessments to students, parents and the community through a systematic procedure at the system and school levels. This procedure is founded on the understanding that the primary purpose of assessment is based on the improvement of student learning and that the communication of assessment results is to provide accurate and informative representation of the purpose, procedures and contexts of the assessments and the action plans for addressing the results

## B ADMINISTRATIVE DETAIL

1. The Superintendent of Program shall be responsible for
  - a) developing a System Summary Report that includes:
    - a summary of school by school reports
    - the purpose, method and timelines of the assessment
    - comparative data provincially and nationally, if the information is available
    - other similar assessments that have been or will be administered during the course of the school year or in the following school year.
    - conclusions and recommendations from the report
    - a summary of action steps that will be taken to address the results
    - school by school reports completed and submitted on the School Results Reporting Format (Appendix D) by the principal of each school participating in the assessment as an attachment to the Summary Report
    - a timeline for the development of a System Progress Report to the Program Committee.
  - b) presenting the Summary Report to the Program Committee
  - c) working with the Public Relations Officer to design a format based on the Summary Report that is appropriate for communication to staff, parents and the community
  - d) developing an overall System Progress Report which will be generated using the highlights from the school reports. The System Progress Report will be presented to the Program Committee for information. The System Progress Report will be released to the system and the community following the presentation to the Program Committee.
2. The Principal of the School participating in the assessment, under the supervision of the Superintendent of Schools and as part of the school planning, shall be responsible for:
  - a) completing the School Results Reporting Format (Appendix D) and submitting to the appropriate Superintendent of Schools and to The Superintendent of Program.
  - b) developing and implementing a two-way communication procedure for sharing of school results and the school action plan with students, parents and other members of the school community following the release of the System Summary Report. The communication procedure includes:
    - providing written information about the results and the specific actions that have been planned by staff to address the results
    - inviting staff, students, parents and community to a meeting to review the results and the action plan. The purpose of this meeting is to identify ways in which staff, students parents and community, volunteers, business partners, etc. can be involved in addressing the actions to improve student achievement. The emphasis for these meetings will be on collaboration, the sharing of information and ideas and on shared responsibility.
  - c) providing a concise Progress Report to students, parents and the community which addresses the critical aspects of the school action plan and progress towards reaching expected outcomes. This report will be circulated through such methods as parent meetings, open houses, interviews, report cards or school newsletters.





# 10

Approved \_\_\_\_\_  
by the \_\_\_\_\_  
Signature: Allan A. Greenleaf  
Date: 1998.02.03

**Date:** 1998 02 05  
**To:** Allan A. Greenleaf  
Director and Secretary  
**From:** Dr. Elizabeth Bond, Superintendent of Program  
**Re:** Progress Report on the Review of Special Education Programs in the City of Hamilton: A Baseline Look at Factors that Mediate Success for Students in Special Education Programs in the City of Hamilton

**Report:** Information

**Recommendation:**

That the Progress Report on the Review of Special Education Programs in the City of Hamilton be received for information.

At the Program Committee meeting of 1997 01 09, the following recommendation was approved:

That a Report on the Factors which Mediate Success for Exceptional Students be brought back to the Program Committee in January 1998.

#### YEAR I (1996-97)

In order to address this recommendation, between February and June, 1997, members of the Psychological Services Department, Connie Kidd, Special Education Services and Learning Resource Teachers undertook the following:

#### Review of School Planning

- School organization for delivery of programs for Exceptional students
- School initiatives which may contribute to success of Exceptional students
- Evidence of effects on other students

#### Review of Individual Pupil Plans

- I.P.P. strategies and outcomes
- Report card outcomes

#### Student Assessment

- WRAT III (Reading, Spelling, Arithmetic)
- Writing samples

#### Survey of Students and Parents to Determine

- Student perceptions of program and outcomes
- Parent perceptions of program and outcomes
- Home and Community Support

Psychoeducational Consultants Joseph Trovato and Doreen Vella, under the supervision of the Chief Psychologist, Dr. Marie Bountrogianni, were responsible for compiling, analyzing and interpreting the data which is contained in the report in Appendix I.

### DIRECTIONS FOR YEAR II 1997-1998 (the final year of the project)

- The Psychological Services' Database contains intellectual, academic and behavioural characteristics of students observed prior to their presentation to an Identification, Placement and Review Committee. This data will be joined and matched to data collected in this study so that comparisons can be made to student progress and program content.

The following relationships will be investigated:

- i) the relationship test profiles and baseline WRAT-3 results as compared to post-test WRAT-3 results.
  - ii) the relationship between test profiles and student/parent perceptions. (Do objective measures of student characteristics predict subjective ratings of satisfaction?).
  - iii) the relationship between test profiles and teacher expectations (I.P.P.'s).
  - iv) whether database test data correlate with GO Writing (Could be a good validation study of the GO Writing instrument.)
- The relationship between student satisfaction and assistance/resources will be examined.
  - The relationship between student achievement (as measured by the WRAT-3 and GO Writing instrument, pre and post) and parent/student perceptions will be examined.
  - Parent home surveys will be examined to determine the level of parent involvement in the development of the I.P.P. and in the determination of school support. Preliminary findings suggest that there are a significant number of parent surveys left blank in these two areas.
  - School personnel reported on school organization and initiatives for the 1996-1997 school year, according to involvement of staff, students and parents in school and student program planning, implementation and review. The data from the School Survey that documents this information will be reviewed and summarized and, then, linked to student progress data and student/parent perception data.

#### **Issue:**

To share information with trustees in the form of a progress report regarding the review of student profiles and special education programming.

#### **Rationale:**

Report in Appendix I

## APPENDIX 1

### PROGRESS REPORT ON THE REVIEW OF SPECIAL EDUCATION PROGRAMS:

#### A Baseline Look at Factors that Mediate Success for Students in Special Education Programs





## PROGRESS REPORT ON THE REVIEW OF SPECIAL EDUCATION PROGRAMS

### A Baseline Look at Factors that Mediate Success for Students in Special Education Programs

#### Relevant Background

The Board of Education for the City of Hamilton provides a continuum of services for Exceptional students. In 1992, a comprehensive survey of stakeholders recommended changes to the service delivery model. The *Action Team Report* passed by the Board, recommended that "the needs of all students including Exceptional students should be met wherever possible in their neighbourhood school", and that, "resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom".

The Board of Education for the City of Hamilton remains committed to providing a continuum of placements and services for Exceptional students. During the 1995-1996 school year, in accordance with Ministry direction concerning integration, the proportion of students served in regular classes and special classes was compared. The data clearly indicated that a significantly greater proportion of exceptional students were being served in special classes as compared to regular classes. In 1996-1997, through the Identification Placement and Review Committee process and with parental consent, the proportion of students placed in special needs classes was reduced. Existing special education staff were redeployed to schools to provide support to these students in their home school classrooms and Learning Centres.

In schools in the city of Hamilton, the latest research data (Writing Team, 1996) indicate that approximately 45% of students who are formally assessed and presented to an Identification, Placement and Review Committee process, are found to be exceptional. Of those found to be exceptional, two thirds (66%) are placed into special class settings. When placed in these settings, data (Writing Team, 1991) also indicate that there is little movement and that very few go on to successfully reintegrate back into regular class programs.

It is the complex intellectual, behavioural, social, emotional, and academic characteristics of students who have been identified with special (exceptional) needs and have been placed in environments to address these needs, that often make the process of integration difficult. Little research has been undertaken to isolate specific variables that promote integration, or at least, increase the likelihood that children with exceptional needs will be successfully integrated.

**This two year study (1996-97, 1997-98) has been undertaken by Psychological Services of the Hamilton Board of Education to identify factors in Hamilton schools which are associated with improved outcomes for exceptional and at risk students (See Appendix A).**

The study is a collaborative effort involving various Program Services departments as well as school administrative and teaching staff (see Appendix B). Data are being collected, as much as possible, from existing sources (e.g., school planning, IPP's).

In reviewing the research on the topic of integration, several potential factors were identified that might promote the success of students with special needs. These factors were related to the two broad areas of individual student characteristics and special education programming delivery. The research suggests that the eventual learning outcomes for students receiving special education programming support are dependent on the interaction of these two broad areas.

The individual student characteristics being studied in relation to their impact on success include intellectual, academic and behavioural attributes as determined by a psychoeducational assessment. The special education programming characteristics isolated as potential factors influencing student success include school organization and initiatives, individual pupil plans (IPPs), student perceptions, and parent perceptions.

For the purpose of investigating factors that mediate success for students with special needs, student outcomes in response to special education programming are being evaluated. The methods being used are an examination of year end student report cards, the degree to which IPP expectations are met, parent and student

perceptions of academic achievement, and by objective pre and post measures of academic achievement.

This report presents progress and results for the first year of the study, including baseline characteristics of a sample of exceptional and "at risk" students (defined below) in the context of special education programming characteristics, to eventually determine what elements are important for mediating success in students with special needs.

### **Subject Selection and Study Design**

For the current investigation, subjects were randomly selected from a list of special education students who were identified and placed prior to the 1996-1997 school year, and from a list of students who were referred to, and assessed by, Psychological Services but who did not meet criteria for being identified exceptional, despite academic and/or behavioural profiles suggestive of difficulties.

Four groups of students were selected for review:

Special Class to Regular Class: exceptional students who moved from special class to regular class in the 1995-1996 school year

Regular Class: exceptional students in regular class

Special Class: exceptional students in special class

At Risk: nonexceptional at risk students in regular class who were referred to, and assessed by, Psychological Services but who did not meet criteria for being identified exceptional.

After the birth year of the group of exceptional students who moved from Special Class to Regular was matched to the birth year of the exceptional students in Regular Class and Special Class for each exceptionality, a sample of At Risk students was randomly selected. This selection process resulted in an available sample size of 512 participants.

The distribution of the sample by each defined group was:

Special Class to Regular Class (SCR)	128
Regular Class (R)	144
Special Class (SC)	183
At Risk	057
<hr/>	
TOTAL	512

The distribution of the sample by exceptionality was:

Behaviour (BE)	071
Specific Learning Disability (SLD)	128
Speech and Language (S&L)	088
General Learning Disability (GLD)	097
Gifted	071
At Risk	057
<hr/>	
TOTAL	512

The overall sample consisted of 329 males (64%) and 183 females (36%) with a mean age of 11.96 years (range of 7.31 to 15.48 years). As in previous data reviews, the males were overrepresented by about a 2 to 1 ratio. This finding is representative of the population referred to Psychological Services.

<b>Student Characteristics:</b> <b>(1996-97) Baseline Status of the Sample</b>
---

In analyzing the baseline (1996-97) status of the sample, three sources of information are available for this current investigation:

- (a) the intellectual profiles available through the Psychological Services' database



- (b) student achievement scores on reading, spelling and arithmetic as measured by the administration of the Wide Range Achievement Test-Revision 3 (WRAT-3), and
- (c) a sample of students' independent writing which was then independently rated.

#### (a) Intellectual Profiles

The Psychological Services Data base contains intellectual, academic, and behavioural characteristics of students observed prior to their presentation before an Identification Placement and Review Committee. This data will be joined and matched (during 1997-98) to data collected in this research so that comparisons can be made to student progress data and program data.

#### (b) WRAT-3 Achievement Profiles

Of the 512 students originally selected for participation in the study, WRAT-3 results were available for only 441.

The mean age for the WRAT-3 sample was 11.65 years with a range from 7.10 years to 15.29 years. There were 284 (64%) male and 157 (36%) female participants: representing approximately a 2 to 1 ratio for males to females.

#### Comparisons by Exceptional Status

The distribution of the sample by exceptionality was:

Behaviour (BE)	056
Specific Learning Disability (SLD)	119
Speech and Language (S&L)	081
General Learning Disability (GLD)	082
Gifted	066
At Risk	037
<hr/>	
TOTAL	441

The WRAT-3 mean standard score results for each exceptionality were as follows:

<u>Exceptionality</u>	<u>WRAT-3 Standard Scores</u>		
	Reading	Spelling	Arithmetic
BE	89.54	88.57	87.59
SLD	76.83	77.51	78.53
S&L	80.58	81.80	81.04
GLD	72.21	75.34	67.56
Gifted	117.56	116.41	111.18
At Risk	90.97	89.27	85.68

Analysis of this data indicated that achievement test scores for males and females did not vary. Test score data however, varied significantly depending on the type of exceptionality. The Gifted sample showed the highest achievement scores and were significantly discrepant from all groups. The General Learning Disability sample showed the lowest achievement scores, and were significantly discrepant from all groups except for their scores in spelling. Here, the General Learning Disability group was not distinguishable from the Specific Learning Disability group.

Comparisons between the Specific Learning Disability group and the Speech and Language Disability group suggested only significant differences in spelling scores, otherwise their profiles were similar for reading and arithmetic.

The Behaviour sample and the At Risk sample showed similar patterns of achievement with no significant differences between their academic profiles. Both showed relatively Average achievement profiles, a finding which has also been consistently documented in previous Writing Team reports. This finding makes sense since the Behaviour group's identification continues to come from a behavioural source rather than an academic one.

The overall pattern of exceptionality results then, continues to be consistent with previous data analyses conducted by Hamilton Psychological Services Writing Teams which have illustrated the

unique academic characteristics of each exceptionality as suggested by the Ministry of Education and Training, and as interpreted by the Hamilton Identification Placement and Review Committee process.

### Comparisons by Placement

The students selected for this review were receiving special education support according to the following distribution:

Special Class to Regular Class (SCR)	116
Regular Class (R)	129
Special Class (SC)	159
At Risk	037
<hr/>	
TOTAL	441

For the purpose of further evaluation of learning outcomes in language and arithmetic areas, data from the sample of Gifted students (N=66) for whom WRAT-3 scores were available, were isolated because of a skewing effect. The academic profiles of the Gifted sample suggested achievement at the opposite end of the spectrum of scores when compared to the other various exceptionalities. Their data were analyzed separately and are reported in a later section of this paper.

After the data from the sample of Gifted students were excluded, 375 students remained in our sample of study. The distribution of the sample according to their group affiliation was then as follows:

Special Class to Regular Class (SCR)	108
Regular Class (R)	092
Special Class (SC)	138
At Risk	037
<hr/>	
TOTAL	375

The mean achievement scores on the WRAT-3 were as follows:

Group	WRAT-3 Standard Scores		
	Reading	Spelling	Arithmetic
SCR	80.60	82.45	80.77
R	85.17	84.54	82.82
SC	72.84	74.67	72.56
At Risk	90.97	89.27	85.68

Analysis of this data suggested that for reading, spelling and arithmetic, the Special Class group showed significantly lower achievement scores than every other group. This has been a consistent finding in all Hamilton Psychological Services Writing Team reports.

The At Risk group showed achievement scores generally within normal limits for their ages. Scores for language-related skills, e.g., reading and spelling, were significantly higher than for all other groups.

Of particular interest in this analysis is that the Special Class to Regular Class sample and the Regular Class sample differed significantly in reading. The difference between these two groups did not exist for spelling and arithmetic.

These data clearly support current Identification Placement and Review Committee practise in decision making for special class placement based upon significant delays demonstrated for reading, spelling, and arithmetic. Further, the data suggest that students without such delays in reading, spelling and arithmetic, could be considered for placement directly into regular class or could be transferred from special class settings to regular class settings.

### (c) Writing Sample Results

Schools submitted a sample of students' independent narrative (story) writing. Of the 512 students originally selected for



participation in the study, writing samples were available for 376. The students consisted of 238 males (63%) and 138 females (37%).

A rating scale for narrative writing, developed from Hamilton curriculum documents, was used to assess the samples of writing provided by the student participants in the study. The writing scale consisted of a description and an example of students' writing development at 25 stages, covering Kindergarten to Grade 8 (See sample Appendix C). Previous use of the scale by consultants and classroom teachers yielded high inter-rater agreement ( $r=.80$  to  $.97$ ). The 376 samples in this study were rated by a team of three classroom and resource teachers who also demonstrated a high degree of inter-rater agreement ( $r=.97$ ).

The following table provides information to assist in the interpretation of the writing scores obtained for the exceptional and at risk students participating in the current study. The table consists of the average scores by grade level for a sample of 768 students from seven Hamilton schools, assessed during the 1995-96 school year.

<u>Grade</u>	<u>Mean Score</u>
1	7
2	11
3	12
4	14
5	15
6	16
7	17
8	18

Comparisons by Exceptionality

The distribution of the sample by exceptionality was:

Behaviour (BE)	051
Specific Learning Disability (SLD)	098
Speech and Language (S&L)	075
General Learning Disability (GLD)	070
Gifted	049
At Risk	033
<hr/>	
TOTAL	376

The mean writing score for each exceptionality was as follows:

<u>Exceptionality</u>	<u>Writing Score</u>
BE	9.67
SLD	9.08
S&L	8.43
GLD	7.64
Gifted	17.12
At Risk	10.03

For exceptional students, correlational analyses revealed a significant positive correlation for the writing score with all WRAT-3 achievement scores, suggesting that exceptional students have academic difficulties in reading, spelling, arithmetic, and writing. For the At Risk group, the writing score showed a significant positive correlation with spelling as another form of written expression, but was not correlated with either reading nor arithmetic.

Analyses of the data, controlled by age (based upon students' year of birth) yielded the following adjusted mean writing scores:

<u>Exceptionality</u>	<u>Adjusted Mean Writing Score</u>
BE	9.72
SLD	8.71
S&L	8.83
GLD	7.31
Gifted	17.06
At Risk	10.30

Results of analyses indicated that the adjusted writing scores varied significantly depending on exceptionality but not gender. As expected, the General Learning Disability sample showed the lowest writing scores, significantly below all the other groups combined. The Speech and Language Disability and the Specific Learning Disability groups did not significantly differ from each other nor from all other groups combined. The Behaviour group performed significantly above the exceptional group combined (with the exception of the Gifted group).

#### Comparisons by Placement

The distribution of the sample by placement group was:

Group 1	(SCR)	096
Group 2	(R)	109
Group 3	(SC)	138
Group 4	(AR)	033
TOTAL		376

For the purpose of further evaluation of learning outcomes in writing, samples of writing provided by the Gifted students (N=49) were analyzed separately, leaving 327 students in our sample of study.

The distribution of this remaining sample according to their placement group was as follows:

Special Class to Regular Class (SCR)	088
Regular Class (R)	078
Special Class (SC)	128
At Risk	033
<hr/> TOTAL	<hr/> 327

The pattern of mean writing scores was as follows:

<u>Group</u>	<u>Writing Score</u>
SCR	9.31
R	9.65
SC	7.64
At Risk	10.06

For Special Class to Regular Class students and Special Class students, correlational analyses revealed a significant positive correlation for the writing score with all WRAT-3 achievement scores. For the Regular Class exceptional group the writing score did not correlate with any WRAT-3 scores. These findings suggest that students in special class settings demonstrate academic difficulties in reading, spelling, arithmetic, and writing, and therefore require a significant level of support.

Analyses of the data, controlled by age (based upon students' year of birth) yielded the following adjusted mean writing scores for each placement grouping:

<u>Group</u>	<u>Adjusted Mean Writing Score</u>
SCR	9.27
R	9.63
SC	7.48
At Risk	10.28



Analyses of this data, controlled for age, indicated that writing scores varied significantly according to the type of placement. More specifically, the analyses suggested that writing scores for the Special Class group showed significantly lower scores than all other groups combined, highlighting the need for specific support in special education settings for the improvement of written expression. There were no significant differences among the remaining groups.

#### Specific Findings for the Sample of Gifted Students

Achievement scores and writing scores were collected for a sample of Gifted students as they were collected on students of other exceptionalities. Noteworthy for the Gifted sample is the fact that these students, by virtue of their intellectual and academic strengths, are unique from the other exceptional students. Decisions regarding the placement in which they are to receive special education programming support are for a large part, a factor of personal choice rather than by specific recommendation of an Identification Placement and Review Committee.

The sample of Gifted students included 38 males (53.5%) and 33 females (46.5%). Males and females did not differ by age.

Placement was according to the following distribution:

Special Class to Regular Class (SCR)	08
Regular Class (R)	40
Special Class (SC)	23
<hr/>	
Total	71

An examination of the placement distribution revealed that placement groups did not differ by gender. There was however, significant variation in the groups by age. The Special Class group was found to be significantly older than the Gifted students in regular placements.

**(a) WRAT-3 Achievement Profiles**

WRAT-3 achievement data was available for 66 Gifted students. The pattern of achievement scores was as follows:

<u>Group</u>	<u>WRAT-3 Standard Scores</u>		
	Reading	Spelling	Arithmetic
SCR	124.00	121.38	109.75
R	115.76	113.51	109.00
SC	118.29	119.62	115.57

Between group comparisons of achievement scores revealed no significant differences. However, it is interesting to note that the two groups with special class experience showed consistently higher WRAT-3 achievement scores than the Regular Class group.

Analyses also suggested that Gifted males and females did not differ significantly in terms of their performance on the WRAT-3 subtests and there were no gender by placement differences in achievement scores.

**(b) Writing Sample Results**

Writing sample data were available for 49 Gifted students. The pattern of mean writing sample scores was as follows:

<u>Group</u>	<u>Mean Writing Scores</u>
Special Class to Regular Class (SCR)	16.00
Regular Class (R)	16.74
Special Class	19.20

Writing sample scores did not vary as a function of student placement but approached significance ( $p=.052$ ) for gender. The mean writing score for females was 18.30 and for males it was 16.08. No placement by gender differences were seen in writing sample scores.

For our sample of gifted students, unlike what was observed for other exceptional groups, correlational analyses revealed no significant correlation between the writing score and the achievement subtest scores of the WRAT-3.

<p><b>Special Education Programming Characteristics: (1996-97) Baseline Status of the Sample</b></p>
--

In analyzing the baseline status of the sample, three sources of information are available for this current investigation:

- (a) home surveys investigating parent and student perceptions of special education programming support
- (b) school survey
- (c) individual pupil plan data

**(a) Home Survey Results of Parent and Student Perceptions**

The home surveys (see Appendix D for parents and see Appendix E for students) consisted of a series of 15 questions for the parents of students targeted for study, and a series of 14 questions for the targeted students themselves. The various questions were designed to tap satisfaction on student placement (school or class), student progress (achievement in language, arithmetic, the arts, and environmental studies), the availability of student assistance/resources, social relationships in school and in the community, student participation in school and community activities, individual program content, and school and home communication. Parents and students were asked to rate the various questions on a 4 point scale of 1 'NOT Satisfied' to 4 'VERY Satisfied'.

The overall number of parent and student questionnaires sent out for response was 512. Of the 512 questionnaires sent out to parents, 181 were returned. Of the 512 sent out to students, 182 were returned. This represents an overall return rate of about 35%. The questionnaires where both the parent of the student and the student him or herself responded in part or in whole totaled 169.

The sample of questionnaires available for analysis consisted of 105 (62%) questionnaires related to male students and 64 (38%) to female students. The age of the students for which questionnaires were available ranged from 8.06 to 14.83 years, with a mean age for the sample of 12.45 years.

The placement distribution of the students for which questionnaires were available was:

Special Class to Regular Class (SCR)	034
Regular Class (R)	052
Special Class (SC)	072
At Risk	011
<hr/>	
Total	169

The distribution of the sample by exceptionality was:

Behaviour (BE)	022
Specific Learning Disability (SLD)	052
Speech and Language (S&L)	027
General Learning Disability (GLD)	032
Gifted	025
At Risk	011
<hr/>	
Total	169

Correlational analyses of the satisfaction ratings between parents and students in response to the various questions contained in the home surveys revealed significant agreement on the level of satisfaction between students and their parents on all issues represented in the questionnaire.

The mean satisfaction rating for parents and for students for each of the various areas is illustrated below:



<u>Issue</u>	<u>Parent Rating</u>	<u>Student Rating</u>
Placement	3.38	3.32
Academic Progress	2.99	3.13
Access to Assistance	3.21	3.28
Social Relationships	3.11	3.28
IPP Content	3.01	3.18
Activity Participation	2.94	3.06
Home and School Contact	3.24	----
<hr/>		
Total Overall	3.14	3.21

In reviewing the overall mean for both the parent questionnaire (3.14) and the student questionnaire (3.21), it is clear that both parents and students are generally quite satisfied with their special education programming. In looking at the difference between the overall means for parent and student ratings, analyses indicated that the student respondents were significantly more satisfied than parent respondents.

We looked at ratings by issue. Where student and parent ratings differed significantly, the students reported higher ratings than their parents on perceptions of academic progress, access to assistance/resources, their social relationships, and the content of their individual program. There were no significant differences between parent and student questionnaires on the reported level of satisfaction with placement or with their involvement in school and community-based activities.

When we specifically analyzed the parent questionnaires for differences by placement, exceptionality, and gender, significant effects were noted for exceptionality and group placement. Post hoc tests revealed differences related to parental perceptions of their children's progress and IPP content. Significance arose in the fact that parents of the General Learning Disability students were generally more satisfied than parents of Behaviour and Specific Learning Disability students with respect to their child's progress. Parents of the General Learning Disability students reported significantly more satisfaction with the content of their child's IPP than parents of the Speech and Language students.

Parental perceptions varied as a function of their child's placement. Parents of the Special Class to Regular Class students reported being significantly less satisfied than parents of either Regular Class or Special Class students with respect to their child's progress.

Results of the student questionnaires suggested no significant effects for placement, exceptionality, nor gender.

During the following year it will be important to examine the relationship between student achievement (as measured by the WRAT-3 and Go Writing instrument) and parent and student perceptions.

Comments provided in an open answer section of the home surveys have been collected. During 1997-98, a qualitative report will be prepared summarizing this data.

#### **(b) Results of the school survey**

School personnel reported on their **school organization and initiatives for 1996-97** in June of 1997, according to involvement of staff, students, parents, etc. in school and student program planning, implementation, and review. (See *School Survey* Appendix F). These data will be reviewed and summarized during 1997-98, and linked to student progress data.

#### **(c) Results of Individual Program Plan Data**

**Individual program plan (I.P.P.)** data for 275 students were entered on the standard I.P.P. software in June, 1997. (See sample data entry page and "strategies" menu, Appendix G). This information will also be reviewed and summarized during 1997-98, and linked to student progress data.

## APPENDICES





Appendix A: Review of Factors Mediating Success  
for Exceptional and At-Risk Students

## Review of Factors Mediating Success for Exceptional and At-Risk Students

### *Initial Student characteristics*

- ☐ Learning profile: Psychological Services database
- ☐ WRAT Reading, Spelling, Arithmetic (Dec/96 - Feb/97)
- ☐ Writing Samples (Feb/97)

### *Student programs and outcomes*

#### *May/June, 1997*

- ☐ School organization for delivery of programs for Exceptional students
- ☐ School initiatives which may contribute to success of Exceptional students

- ☐ Evidence of effects on other students

- ☐ I.P.P. strategies and outcomes
- ☐ Report card outcomes

School  
Plan

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- ☐ Student perceptions of program and outcomes
- ☐ Parent perceptions of program and outcomes
- ☐ Home and Community Support

#### *May/June, 1998*

- ☐ School organization for delivery of programs for Exceptional students
- ☐ School initiatives which may contribute to success of Exceptional students

- ☐ Evidence of effects on other students

- ☐ I.P.P. strategies and outcomes
- ☐ Report card outcomes
- ☐ Writing sample

- ☐ WRAT III  
Reading  
Spelling  
Arithmetic

**Appendix B: Collaborative Effort Involving Various  
Program Services as well as School  
Administrative and Teaching Staff**

# FACTORS MEDIATING SUCCESS FOR EXCEPTIONAL AND AT-RISK STUDENTS

## PSYCHOLOGICAL SERVICES, 1996-1998

### Purpose

To identify **factors** in our schools which are associated with improved **outcomes** for **exceptional** and at-risk students.

**Exceptional students** ... in special classes; in regular classes for some time; in regular classes as of September, 1997; and some non-exceptional/At Risk students

**Outcomes** ... academic, organizational and social-emotional (writing samples, WRAT testing, I.P.P./report card outcomes, school survey, student and parent perceptions)

**Factors** ... school organization, school initiatives, I.P.P. strategies, Home and community support

### Processes

This study is a **collaborative** effort of various Program Services personnel, conducted to clarify **local** factors contributing to success of students with special needs, using information collected from **existing processes** where possible (school planning, IPP/Annual Reviews, writing samples).

### Teams

**Steering:** Dr. Marie Bountrogianni, Joe Trovato, Doreen Vella, Cynthia Wilkinson, Connie Kidd, Janice Tomlinson, Brenda Mohoruk, Donna Quigley, Diane Rawsthorn

**Data Collection:** Connie Kidd

**Analysis and Reporting:** Connie Kidd, Joe Trovato, Doreen Vella, Dr. Marie Bountrogianni

**WRAT III Testing:** Psycho-educational Consultants, Speech & Language Consultants, Program Research Analyst, Dr. Marie Bountrogianni

**I.P.P. literature review:** Connie Kidd, Leah Schwenger, Steve Staios, Katherine Yantzi

**I.P.P. computer program:** Wendy Hutton, Gene Bucci, Mike Helt, Connie Kidd, Janet Watt, Bob Morrallee

**School Survey:** Leah Schwenger, Steve Staios, Katherine Yantzi, Special Education Services

**Parent & Student Surveys:** Leah Schwenger, Steve Staios, Katherine Yantzi, Carol Campanella, Judy Peall-Ward

**Writing Samples:** Linda Hall, Connie Kidd, Leah Schwenger, Diane Stampfler



**Appendix C: Writing Scale Description and Examples of  
Students' Writing Development**

## Growth Observation in Writing, Kindergarten to Grade 5

- Consists of a DESCRIPTOR and an EXEMPLAR of students' writing at each of 21 stages, JK to Grade 5.
- Used by teachers to assess students' writing samples.
- HOLISTIC assessment of student's stage of writing based on "most dominant feature", and SPECIFIC descriptors which include all components of writing.
- Developed in Hamilton by consultants and teachers, based on Hamilton and Ontario curricula (1990, 1991, 1994, 1996, 1997).

*Children DO go through observable stages in development of narrative writing.*

*Teachers DO observe the stages,  
and can assess them RELIABLY.*

- Inter-year, collaborative reliability:  $r = .80$
- Designed to be used COLLABORATIVELY by teachers, for consistency (i.e., reliability) in assessment, evaluation, and in communication.
- Collaborative use also lends itself to sharing of strategies for classroom programs.
- Student writing samples included in the document can be accompanied by samples from your own school.

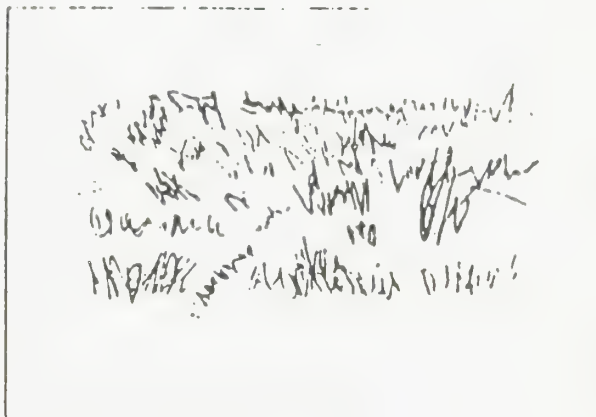
***GO:Writing is a tool to help schools and teachers do what you are already doing***

## The BEGINNING writer ...

- 1
  - creates scribbles that convey meaning for the writer
  - left to right, top to bottom
  - may include own symbols (repeated)

## SPELLING DEVELOPMENT

The **SCRIBBLE STAGE** reflects children's early attempts at writing. Spelling development begins at the pre-phonetic stage.



- 4
  - uses some beginning and/or ending sounds to represent a word or syllable

## SPELLING DEVELOPMENT

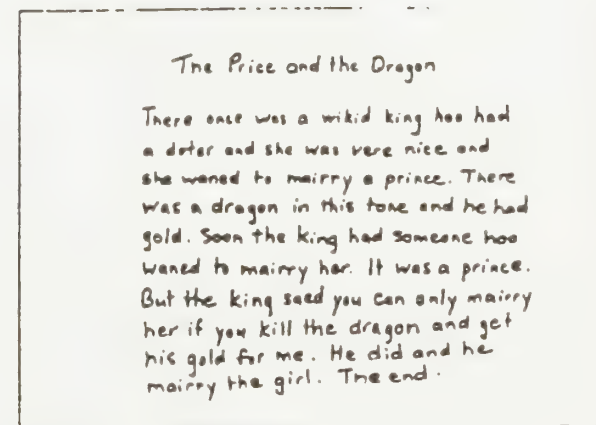
The **SEMI-PHONETIC STAGE** is when children begin to link letters to sounds.



- 10
  - begins to organize sequentially when writing about an experience or original idea
  - some run-on sentences evident ("and then ...")
  - conventional and non-conventional spelling evident
  - punctuation skills developing

## SPELLING DEVELOPMENT

When children reach the **TRANSITIONAL STAGE**, spelling instruction helps to consolidate knowledge and promote spelling competency.



## The REFINING writer ...

17 Ideas and Content

- may have a sense of story, but may have difficulty expressing ideas in a clear, understandable manner
- may capture the reader's interest through the use of a particular device such as a melodramatic plot
- may write a story which is lengthy but repetitive
- may not relate events in a causal way, and not give characters believable motivation for their actions

Organization

- should be able to write a beginning, middle and ending for the story, and demonstrate a basic understanding of what comprises an introduction and conclusion
- may attempt to unify the plot by using chapter headings
- may use some simple transition words to link ideas
- may use inaccurate paragraphing, or none at all

Style

- may use parentheses to give information about a character's tone of voice or actions, instead of integrating this information into the natural flow of the text
- may write a story which lacks fluency and flow because of poor sentence structure

Effective Use of Language

- may use a limited vocabulary, with few or no descriptive words and phrases

Mechanics

- may demonstrate very weak mechanical skills, which limit the writer's ability to communicate ideas clearly; e.g., poor sentence structure (run ons, fragments), frequent spelling errors, many tense shifts, lack of appropriate punctuation, incorrect use of prepositions, homonym and apostrophe errors, inconsistent use of capital letters

## A Deadly Drink

## Chapter #1

The Deadly Letter

It's a cool Aug. Morning at 6:30 Juanita wakes up and watches Goof troop. By 7:00 the mail came in and Juanita read the note for saying "come meet me at the old school house at 11:00." Sincerely Joey. Juanita thought Joey signs as Sincerely So so she knew somethings up. By the time it was 10:15 Juanita was suspicious about the letter so when it was a 11:00 she decided not to go. The next Juanita got another letter Say "please come this time or eles" Sincerely Joey. So Juanita had to go this time. By the time Juanita got there no one was there so she was just about to leave until Joey gave her another note saying "that it's over."

## Chapter #2

The brake up

The The next day Juanita is terrified from the brake up but she found another boyfriend. When Joey found out he got jelious so He said to Juanita "brake up with him or I will kill him and you". Juanita replied (yelled) "No". Fine will see what happens. Later at night she got a note and not just any note it was a death threat to her and the boyfriend saying "It you or me think about it: If I don't brake up with you I will die I wont let him do that to you or Jason I can't let you I that you can't risk your life for me. I can and I will but no I will do anything to help You alive. Oh .... Oh.

## Chapter #3

Those who live together die together

12:00 (midnight) They got another note when they looked who it was from they did even read. By the time it was morning Jason and Juanita went for a walk and they bumped into Joey he said your going to die (laugh) we will see about that are you challenging me & Jason Yes Yes I am fine meet me at the well as the old school house at 8:30 p.m. be there or she dies (Juanita screams) remember 8:30.

## Chapter #4

The Final Battle

The time has come 8:30 Jason and Joey Battling for Juanita. They did a list of things untill the Final Battle. Juanita got a poision drink one out of two glasses who ever doen't die gets Juanita, well Jason drank his then Joe drank his but Jason died and Juanita noticed a note in his hand say I sorry it over and If she doesn't have him she doesn't have anyone so she drank the water and fell to the ground, and died but Juanita sleeps beside Jason

Forever  
R.I.P.

THE  
END



Appendix D: Home Surveys for Parents



Please circle a number for each question.



NOT  
Satisfied  
1 2 3 4  
VERY  
Satisfied

**How do you feel about:****What helps your son/daughter the most?**

1. ... your son/daughter's <b>school</b> placement this year?	1	2	3	4	
2. ... your son/daughter's <b>class</b> placement this year?	1	2	3	4	
3. ... your son/daughter's school progress this year in Language Arts/English?	1	2	3	4	
4. ... your son/daughter's school progress this year in Mathematics?	1	2	3	4	
5. ... your son/daughter's school progress this year in the Arts (Music, Art)?	1	2	3	4	
6. ... your son/daughter's school progress this year in Environmental Studies (Social Studies, Science, Health/PE, Design & Technology, Family Studies, French)?	1	2	3	4	
7. ... other subjects: _____?	1	2	3	4	
8. ... your son/daughter's access to individual help (e.g., Special Resource Teacher, Learning Centre, etc.)?	1	2	3	4	
9. ... other resources (library, computers, etc.)?	1	2	3	4	
10. ... your son/daughter's relationships with other children this year in school?	1	2	3	4	
11. ... your son/daughter's relationships with other children this year in the neighbourhood?	1	2	3	4	
12. ... your son/daughter's participation (this year) in school activities?	1	2	3	4	

13. ... your son/daughter's participation (this year) in community activities?

1234
14. ... your son/daughter's individual pupil program (I.P.P. ) this year?

1234
15. ... contact (phone calls, interviews, etc.) with your son/daughter's school this year?

1234

What are some things you do at home to help your son/daughter be successful in school?

What are some things your son/daughter does in the community that also help him/her in school?

What else could the school do to help your son/daughter?



## Appendix E: Home Surveys for Students



Please circle a number for each question.



NOT  
Satisfied  
1



VERY  
Satisfied  
4

### How do you feel about:

What helps you the most?

1. ... your <u>school</u> placement this year?	1	2	3	4	
2. ... your <u>class</u> placement this year?	1	2	3	4	
3. ... your progress in school this year in Language Arts/English?	1	2	3	4	
4. ... your progress in school this year in Mathematics?	1	2	3	4	
5. ... your progress in school this year in the Arts (Music, Art)?	1	2	3	4	
6. ... your progress in school this year in Environmental Studies (Social Studies, Science, Health/PE, Design & Technology, Family Studies, French)?	1	2	3	4	
7. ... other subjects: _____?	1	2	3	4	
8. ... your access to help (e.g., Special Resource Teacher, Learning Centre, etc.)?	1	2	3	4	
9. ... other resources in the school (library, computers, etc.)?	1	2	3	4	
10. ... your relationships with other kids this year in school?	1	2	3	4	
11. ... your relationships with other kids this year in the neighbourhood?	1	2	3	4	
12. ... your participation (this year) in school activities?	1	2	3	4	
13. ... your participation (this year) in community activities?	1	2	3	4	
14. ... your individual pupil program (I.P.P.) this year?	1	2	3	4	

What are some things you do at home that help you in school?

- 
- 
- 
- 
- 

What are some things you do in your community that also help you in school?

- 
- 
- 
- 
- 

What else could your school do to help you?

- 
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- 
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- 

Please put this survey in the envelope with your parent/guardian's survey, seal it, and take it to your teacher.

Thanks! 😊



**Appendix F: School Survey**



# SPECIAL EDUCATION REVIEW: SCHOOL SURVEY

\_\_\_\_\_  
(School)

# Exceptional students in your school \_\_\_\_\_

\*\*\*\*\*

## **SCHOOL PLAN** **1996-97**

\*\*\*\*\*

- Is special education programming a focus in your school plan this year? Y    N

State relevant focuses and initiatives.

---



---



---

- In the chart below, indicate the **number of people** in each category who are involved with the **special education component(s) of your school plan**, according to the nature of their involvement:

	N/A	Member(s) of Special Education Planning Team (# people)	Consulted for Input (# people)	Informed of Plan (# people)	Implement Plan (# people)	Review/ Revise Plan (# people)
Principal						
Vice-Principal/Principal's Ass't						
Special class teachers						
Learning resource teachers						
All other teachers						
Parents/Guardians						
School Council (PCEP)						
Educational Assistants						
Community volunteers						
Board support staff						
Other: (Please list.)						

- Does your school plan include:

- School-wide social skills focus/program? Y    N
- School-wide guidelines for evaluating Exceptional students? Y    N
- Other school-wide initiatives relevant to the success of  
Exceptional students? \_\_\_\_\_

---



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- Does your school organization include:

- Core programming for language and mathematics? Y    N    NA
- Advisor programming? Y    N    NA
- Information skills programming? Y    N    NA

10-38

During the course of this study, we will be collecting information about school programs, student I.P.P.'s, parent and student perceptions, and we will be assessing some basic academic skills.

**What OTHER EVIDENCE do you wish to provide about the progress and influence of exceptional students in your school?**

Consider both positive and negative influences and outcomes for exceptional and all other students in your school.

Please attach additional pages, relevant reports data summaries, etc.

Please send to Connle Kidd, Program Services, 3rd floor, Education Centre by Frlday, June 27.

Thank you for your assistance.



**Appendix G: Sample Data Entry Page and Strategies Menu**



10-40

D.O.B. Feb 04, 1967

Date \_\_\_\_\_

- check student understanding of task, direction
- preferential seating

Date \_\_\_\_\_

## Language Strategies

### *Listening / Attending*

- remind to look and listen
- gain attention of student before giving instruction
- check student understanding of task, direction
- support verbal instructions with visual materials
- discuss key vocabulary in advance of lesson
- preferential seating
- assign a buddy the student can seek assistance from

### *Speaking*

- student encouraged to participate in discussions
- teacher provides opportunities for oral expression
- teacher familiar with SpLang program suggestions
- promote opportunities to express ideas in clear and complete sentences

### *Spelling*

- reduce/increase the number of spelling words
- colour code words
- over teach frequently used words
- student reference of frequently used words
- have subject specific vocabulary lists
- review spelling patterns and rules often
- instruct student how to study spelling words

### *Reading*

- teaching vocabulary and word meaning specific to a unit or theme
- reading material at appropriate level
- use a variety of strategies to teach reading
- pre-reading discussion of vocabulary/content
- student encouraged to read for enjoyment
- student listens to books on tape
- student exposed to a wide range of literature
- student given help to select books at an appropriate level
- parent encouraged to read with student and discuss books at home
- student reads less than the rest of the class
- student has shorter seat work assignments
- student has a buddy in the class who can assist with reading instructions and unknown words
- the student reads to others
- classroom support by LRT
- provide structure for, and guidance through reading and writing assignments



### ***Fine-Motor Skills***

- give more time to complete tasks
- student does less written work
- student uses computer for written assignments
- student completes some work using alternative methods - oral, constructs a model,

### ***Written Expression***

- provide structure for, and guidance through reading and writing assignments
- provide student with writing patterns to follow
- set clear expectations- displays and samples of work
- teach proofreading
- expose student to a variety of writing styles
- use computer
- let students dictate stories on tape
- use a writing partner
- classroom writing support by LRT
- access to a word processor for written assignments
- suggest alternatives to writing, such as, oral reports/tests, point form, charting, webbing, ...
- provide a variety of writing models and formats

### ***Generally***

- reduce amount, but not variety of content/skills
- chunk information into manageable units
- ensure understanding of instructions and assignment expectations
- conference individually on specific skill needs
- select material at student instructional level
- allow extra time for processing information - extend time lines for completion of assigned tasks, tests
- modify the weighting of marks to acknowledge effort, progress and achievement

### ***Organization***

- divide page into sections for easier organization
- provide student with with a model of the finished product
- use of organizer
- give extra space for the student to get organized
- help students develop personal organizational strategies

### ***Behaviour***

- regular review of classroom and school rules
- provide feedback
- give time lines for completing written assignments
- planned seating
- timeout
- behaviour tracking sheet
- behaviour modification program

## General Strategies

### *Generally*

- reduce amount, but not variety of content/skills
- chunk information into manageable units
- ensure understanding of instructions and assignment expectations
- conference individually on specific skill needs
- select material at student instructional level
- allow extra time for processing information - extend time lines for completion of assigned tasks, tests
- modify the weighting of marks to acknowledge effort, progress and achievement

### *Organization*

- divide page into sections for easier organization
- provide student with a model of the finished product
- use of organizer
- give extra space for the student to get organized
- help students develop personal organizational strategies

### *Behaviour*

- regular review of classroom and school rules
- provide feedback
- give time lines for completing written assignments
- planned seating
- timeout
- behaviour tracking sheet
- behaviour modification program

# 11

**RESOLUTION ADOPTED AT THE 1998 01 29 MEETING OF THE BOARD**

That policy be immediately developed regarding regulations and procedures for receiving delegations.

Note: At the 1998 01 29 Meeting of the Board, the Chair indicated that this resolution would be placed on the Committee of the Whole Agenda for consideration.





**REGULATIONS AND PROCEDURES FOR DELEGATIONS**

1. The Board or Committee will receive delegations once the Chairman has arranged an appropriate time on the agenda.
2. Delegations must submit their presentations in writing to the Secretary of the Board no later than Wednesday afternoon prior to the meeting. Individuals who have difficulty in creating a written submission will be offered appropriate support through the Director's office.
3. Verbal presentations are expected to follow the outline of concerns identified in the written submission. In the event that material being presented by a delegation differs substantially from that of the written submission, the Chairman has the right to call an immediate recess in order to clarify the situation.
4. Members of delegations may add comments for clarification.
5. Presentations should not exceed 15 minutes in length. Extensions to this timeline may be granted by Board or Committee direction only.
6. Trustees may ask questions of the delegation for clarification, without comment pro or con with respect to the issue in general.
7. No motion shall be put forward by any members until the matter has been thoroughly discussed. At the discretion of the Board or Committee, this discussion may take place either at the end of the agenda or at a subsequent meeting.
8. The delegation will be thanked and invited to be in attendance during discussion of the matter.
9. The Board or Committee will continue with the next item of business.

Procedures re Submission of Briefs to  
Standing Committees by the Public

84. The following procedures re submission of briefs to committees by the public are adopted:

(a) Individuals or groups may request permission of the Chairman of the Board, through the Secretary of the Board to present a brief to the Standing Committees of the Board by prior arrangement.

(b) Individuals or groups shall be given only one opportunity to present a brief on a given subject. If a second opportunity to present a brief or appear before a committee is requested, the individual or group must provide evidence that the material is new and additional to the original presentation. This evidence is to be provided to the Secretary of the Board in order that the Chairman of the Board and the Chairman of the Standing Committee may decide.

(c) The request to appear before the committees should be in writing to the Secretary of the Board and should state the nature of the request, at least ten days in advance of the Committee meeting.

(d) The Secretary of the Board will inform the individuals or organization of the approximate time when the presentation will be heard and which committee will hear the brief.

(e) It is necessary to restrict the time available to any individual or group. The normal time required for presentation runs between five and fifteen minutes, exclusive of a question period for trustees.

(f) No committee action regarding the presentation of any individual or group will be taken until after the trustees and officials have had an opportunity to consider the matter; however, consideration of a brief at the meeting where it is presented may be permitted with the consent of two-thirds of the trustees present and voting.

(g) It is the responsibility of the individual or group making the presentation to supply sufficient typed or printed copies of the brief (50 copies). Copies of these briefs are to be at the Office of the Secretary of the Board preferably eight days prior but no later than 9:00 a.m. of the day prior to the committee meeting.

(h) If the brief pertains to the proposed accommodation matters of a school, the Board will duplicate upon request the number of copies required. The brief is to be at the Office of the Secretary of the Board no later than noon on the Friday prior to the Operations and Finance Committee meeting.

(i) The Chairman of the Board in consultation with the Chairman of the Standing Committee and with the Secretary of the Board may limit the number of presentations on a given subject and may decide on the propriety of each request.

# 12

## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

February 2, 1998

TO: Allan A. Greenleaf, Director of Education & Secretary  
FROM: Merv Matier, Superintendent of Transitional Services  
RE: POLICY DETERMINATION PROCESS -- L.E.I.C.  
RECOMMENDATIONS

### RECOMMENDATION:

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

that the Hamilton-Wentworth District School Board approve the policy determination process outlined in this report.

### INTRODUCTION:

The process outlined in this report for determining the Hamilton-Wentworth District School Board policies will not necessarily apply to all the almost 200 L.E.I.C. recommendations. Some recommendations address "operational" or "administrative" practices, which may be of interest to the Board, but do not require Policy approval. (see A.)

### BACKGROUND:

#### A. L.E.I.C. Recommendations: Where No Policy Determination is Required:

1. Administrative changes within existing policy (i.e. internet access)
2. Corporate practices - in response to Ministry/Legal requirements (i.e. tuition fees)
3. Alignment of county and city practices within parameters of policy (i.e. suspension appeal process).

Practices/Changes are reported to Board through:

- a) Information report from appropriate Senior Official
- b) Transitional Report

Approved for distribution  
by the Director.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

1998.02.03

## B. L.E.I.C. Recommendations: Where Policy Determination is Required:

The policy determination process is outlined on the attached chart. The process is built on the following premises:

- Planning for change is essential.
- The involvement of all stakeholders in the description of the desired change is critical.
- The desired changes must be professionally validated
- There must be a balance between the broad community and professional opinion.
- Accountability is an imperative .

### PROCESS

- L.E.I.C. recommendations are "clustered" into groupings which allow for a set of values/principles to be applied in a consistent fashion.
 

i.e.	special education, speech & language,	}	<i>Student Support</i>
	social work, psychology	}	<i>Services</i>

### Transition Committee

- is established to address the identified "cluster" of recommendations.

### Committee Membership

*Criteria: (example - including but not limited to):*

- members will represent the views of the member group - not personal self- interest
- members will be willing to attend meetings regularly
- members will possess an interest in the issue
- members will be committed to achieving results
- members will be willing to support committee decisions

### Work Groups

- Provide data, identify issues, propose solutions, identify exemplary practices and provide professional expertise and knowledge.

### The Transition Committee

- conceptualizes the proposals, determines the costs, and prepares recommendations (Policy Statement and Procedures) to the Superintendents of Education.

### Superintendents of Education

- The recommendations are reviewed by Superintendents of Education - responses are added to the report.



### Joint Advisory Committee

- ♦ The recommendations are presented to the Joint Advisory Committee - a committee representing the views of clients and employee groups. - responses are added to the report

### Executive Council

- ♦ The recommendations are presented to Executive Council - all options and responses are considered:
  - (i) a report is prepared for the appropriate Standing Committee
  - OR
  - (ii) direction is provided to the Transition Committee to amend the recommendations prior to presentation to the appropriate Standing Committee

### Boarding Standing Committee

- ♦ reviews the recommendations and approves the proposals for client/public information sessions.

### Client/Public Information Sessions

- ♦ provide an opportunity for clarification of proposals.
- ♦ Responses from client/public hearings are generated.

### Board Standing Committee

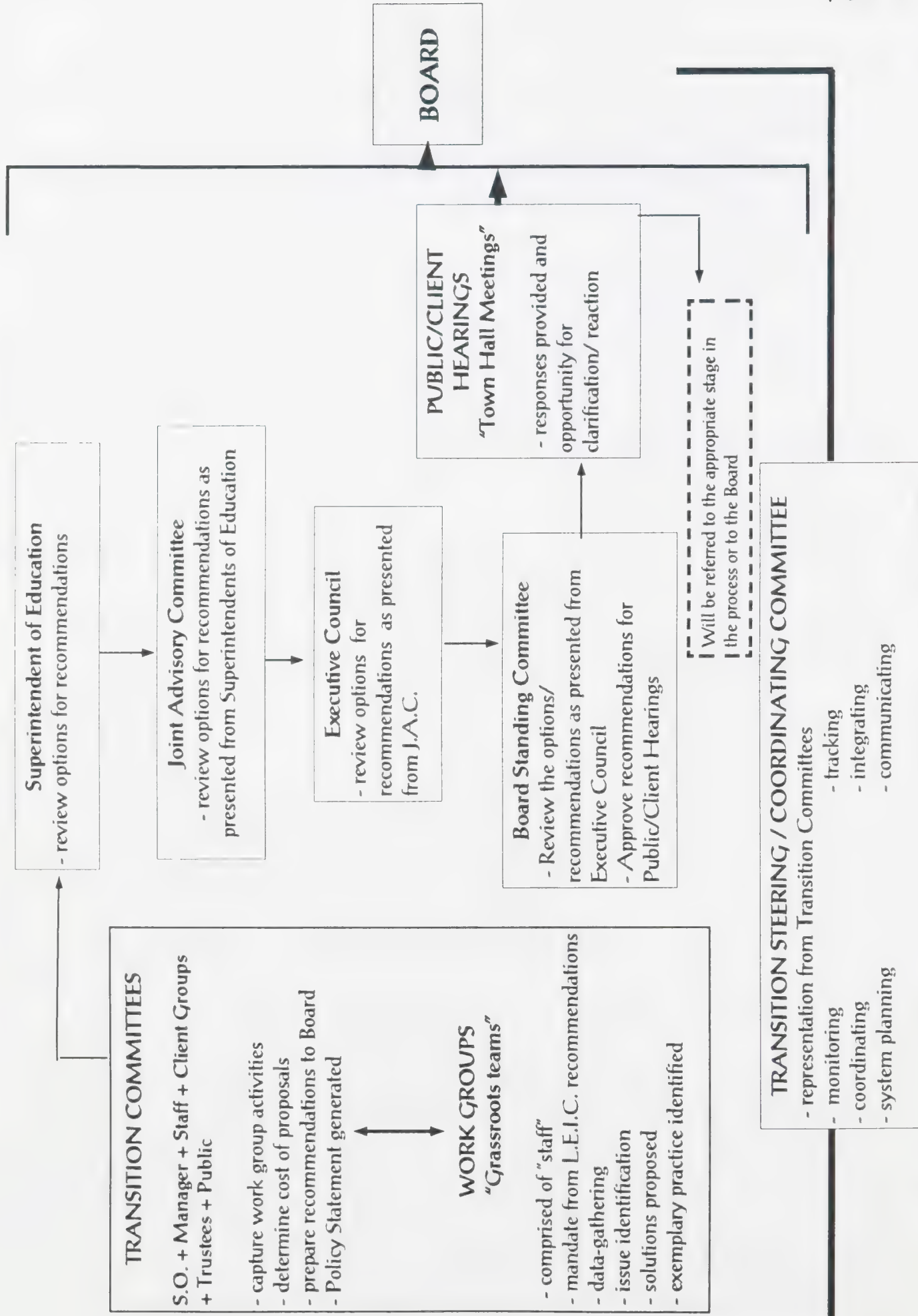
- ♦ debates proposals taking into consideration client/public responses.
- ♦ approves proposal for consideration by Board or refers proposals back to Executive Council.

### Transition Steering (Coordinating) Committee

The Transition Steering Committee will be composed of representatives from the Transition Committees. Its function is to monitor, coordinate and integrate the recommendations from the various committees. The Steering Committee will provide input to the Superintendent of Transitional Services.

# L.E.I.C. RECOMMENDATIONS - POLICY DETERMINATION PROCESS

12.3



#13

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

**M E M O R A N D U M**

To: Allan A. Greenleaf, Director of Education  
Merv Matier, Superintendent of Transitional Services

From: Krys Croxall, Superintendent of Education

Date: February 3, 1998

Re: **L.E.I.C. Education Sub-Committee Recommendations**  
• **School Councils/Home and School/Parental Involvement**  
• **Co-operative Education**

---

**RECOMMENDED ACTION:**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
that the additional recommendations of the L.E.I.C. Education Sub-Committee  
regarding School Councils/Home and School/Parental Involvement and  
Co-operative Education be appended to the L.E.I.C. Final Report for consideration  
by the work groups/committees in developing proposals for trustee consideration.

The recommendations concerning School Councils/Home and School/Parental Involvement and Co-operative Education were not included with the previous group of remaining recommendations that were presented for approval at the January 22, 1998 Committee of the Whole Meeting. It is hoped that the attached recommendations will be approved at this time for inclusion in the L.E.I.C. Final Report.

/mk  
attchm.

Approved for distribution by the Director.
Signature: <u><i>Andrew Greenleaf</i></u>
Date: <u>1998.02.03</u>





# WORK GROUP REPORTING FORMAT

## Program/Services: CO-OPERATIVE EDUCATION

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
Program co-ordination, expansion and development	September 1998	<p>That a full-time co-ordinator/consultant be assigned to be responsible for the central co-ordination, administration and expansion of current co-operative education programs, placements and specialized programs, ie. special needs co-op, retention (high risk), apprenticeship reform, and report to the superintendent responsible for secondary school reform.</p> <p>In light of the new directions of School Reform - Choices Into Action, it is the recommendation that the new District Board be proactive in assigning the full-time coordinator to be responsible for the expansion and development of other forms of experiential learning for a wider range of students (7-OAC), ie. work experience programs, job shadow, career education and planning, portfolio planning, community partners.</p>	<ul style="list-style-type: none"> <li>• need to maintain consistency in delivery of program throughout the new District Board</li> <li>• need for recruitment and development of more diverse placements to meet the needs of all students which would eliminate the need for a Placement Officer which is the practice of the neighbouring boards only subject area where there is competition/co-ordination between neighbouring school boards, ie. central placements</li> <li>• school reform supports career education through expansion of co-operative education programs</li> <li>• modification of program (school reform) will require in-service for teachers</li> <li>• direction of Secondary School Reform - Choices Into Action strongly recommends more opportunities for all students (7-OAC) to explore career education and planning through experiential learning</li> <li>• Secondary School Reform stresses the need for more flexible co-operative education/work experience options, so students can participate for a shorter time. It also stresses the need for a wider variety of placements so that students' co-operative education/work experience and their academic program can be complementary.</li> <li>• Secondary School Reform stresses the need to develop stronger partnerships between high schools, colleges, universities, business</li> </ul>
Secretarial Support	September 1998	That a secretary be assigned to assist the full-time co-ordinator/consultant.	<ul style="list-style-type: none"> <li>• numerous clerical tasks involved</li> <li>• heavy ongoing communication with many employers</li> </ul>
Funding	September 1998	That the new Board maintains current funding process. Examine the policy for transportation/bus tickets to be on a need basis - cost savings would be redirected to program expansion initiatives (School Reform).	<ul style="list-style-type: none"> <li>• current funds in Wentworth provides assistance for students in need only and program operates successfully</li> <li>• currently Hamilton provides bus tickets to students who do not receive an honorarium from the employer and travel by bus to placement</li> </ul>
Merging of Program Policies/Forms	January to June 1998	Review the existing policies and procedures which include: - Co-operative Education Policy and Procedures Handbook - Employer Handbook (in conjunction with Separate Board) - all forms, ie. application form, work education agreement, training profile, evaluation, etc. and develop a new policy and procedures for approval by the new Board.	<ul style="list-style-type: none"> <li>• must ensure consistency with all schools and employers</li> <li>• special needs co-operative education students</li> </ul>
School Staffing		Refer to Personnel Sub-Committee with respect to staffing ratios, etc.	<ul style="list-style-type: none"> <li>• contract issue</li> </ul>

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# WORK GROUP REPORTING FORMAT

13-2

## Program/Services: School Councils/Home and School/Parental Involvement

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
Ongoing parental involvement in schools	June 1998	<ul style="list-style-type: none"> <li>a senior administrator be given responsibility for coordinating all parental involvement in the new District School Board</li> <li>review and develop a policy around parental involvement in schools</li> <li>review of existing PCEP document</li> </ul>	<ul style="list-style-type: none"> <li>research shows that parental involvement is directly related to student success</li> <li>parental input is needed for IPRC, DART and other processes</li> </ul>
Communication processes	January 1998	<ul style="list-style-type: none"> <li>develop a process for parent group to access information regarding board policies, agendas, etc. and for parent groups to provide input at the Board level as well as school level</li> </ul>	<ul style="list-style-type: none"> <li>in order to be effective, parent groups must be aware of those issues being considered by the Board which affect the school and must be able to give input</li> </ul>
School Councils Role of school councils still evolving and unclear	January to June 1998	<ul style="list-style-type: none"> <li>current activities and practices of school councils continue for the 1997-98 school year</li> <li>a team of appropriate stakeholders, under the above administrator, develop a process for reviewing and clarifying the role of school councils in schools and at Board level</li> <li>a common policy be developed, reflecting current policies and incorporating new directives from MET</li> </ul>	<ul style="list-style-type: none"> <li>school councils are mandated by MET</li> <li>consistency in practices</li> </ul>
Training and ongoing support for school councils	Ongoing	<ul style="list-style-type: none"> <li>that District Board #21 provide opportunities to all school councils for ongoing training and support to enable members to become more effective participants</li> </ul>	<ul style="list-style-type: none"> <li>E/C report "The Road Ahead" 1997 recognizes the importance of the role of school councils and outlines needs such as training support for existing and new members</li> <li>consideration must be given to the financial needs of school councils (the cost of doing business)</li> </ul>
Networking of individual school councils	Ongoing	<ul style="list-style-type: none"> <li>that the new Board facilitate networking within groups of schools and across District #21</li> </ul>	<ul style="list-style-type: none"> <li>school councils often face similar issues and will benefit from an opportunity to discuss common concerns and develop solutions</li> <li>1997 OPC survey demonstrates that long-term success of school councils is related to networking between families of schools, at Board, regional and provincial levels</li> <li>networking facilitates the choosing of appropriate representation at other levels, eg. regional and provincial</li> </ul>
Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
Other Parent/Community Involvement <ul style="list-style-type: none"> <li>the role of Home and School within the new Board</li> <li>there are many levels of involvement apart from school councils and Home and School</li> </ul>		<ul style="list-style-type: none"> <li>the new Board determine its relationship to School Councils and Home and School</li> <li>continued recognition of and support for a variety of levels of parent and community involvement in schools in addition to school councils</li> </ul>	<ul style="list-style-type: none"> <li>the majority of parents who participate in schools do so at another level besides school council</li> <li>partnerships between the school and parents/community are essential to providing the best learning environment for students</li> <li>the Ontario Curriculum clearly outlines expectations of parent involvement at a variety of levels</li> <li>Other levels of involvement include:               <ul style="list-style-type: none"> <li>communication with the schools (eg. newsletters/interviews surveys)</li> <li>school support (eg. workplace programs - volunteers/career speakers/co-op employees/fund raising)</li> <li>parent/community education programs (eg. information nights, parent conferences)</li> <li>home support (eg. summer reading programs/assisting with homework)</li> </ul> </li> </ul>

# 14

## The Hamilton-Wentworth District School Board

**TO:** Allan A. Greenleaf  
Director of Education and Secretary

**FROM:** Don Grant  
Superintendent of Business and Treasurer

Lucy Veerman  
Acting Senior Financial Officer

**RE:** 1998 Stub Year Budget - Draft Format

Approved for	
by the Director	
Signature:	<u>Allan A. Greenleaf</u>
Date:	<u>1998.02.03</u>

### Recommended Action:

Moved By: \_\_\_\_\_

That the format for the presentation of the 1998 Stub Year Budget, as attached, be approved.

### Rationale:

We are currently in the process of preparing the 1998 Stub Year Budget. This budget will include expenditures and revenues for the period of January 1, 1998 to August 31, 1998. These new timelines are as a result of the Ministry's decision to change our financial year to correspond to the school year.

The priorities over the next few months will focus on the integration of operations / service delivery and implementation of the recommendations from the Local Education Improvement Committee. This period of time will also result in the continuation of some parallel operations pending the combination and/or establishment of new policies or procedures and the realignment of supervisory officers' portfolios.

The format for the preparation and presentation of the 1998 Stub Year Budget is one that will address the transitional issues noted above. It will present the information in a manner similar to that of the previous boards. The expenditures and revenues will be **combined** and presented in the "City" format and the "County" format. Appendices outlining this format are attached for your information.

The Ministry has indicated that the new funding model will be available in late March. It will outline the manner in which funds will be advanced to school boards beginning with the 1998/99 financial and school year. The components of the new funding model could significantly alter the manner in which the budget is prepared and presented in the future. As soon as further information on the funding model is available, we would like to meet with the Trustees to discuss the process for the preparation and presentation of the budget for the 1998/1999 school year. Consideration of the format for the presentation of the 1998/99 budget would be premature at this time.

## The Hamilton-Wentworth District School Board

### Format Of Information To Be Included In The Budget Book

Combined 1998 Expenditures ( City Format )	Appendix A
Combined 1998 Expenditures ( County Format )	Appendix B
Combined 1998 Revenues ( City Format )	Appendix C
Combined 1998 Revenues ( County Format )	Appendix D
Combined 1998 Expenditures By Supervisory Officer ( City Format )	Appendix E
Combined 1998 Expenditures - Financial Services * ( City Format )	Appendix F
Combined 1998 Departmental Budgets ( County Format )	Appendix G
Combined 1998 School Budgets ( County Format )	Appendix H
Combined 1998 Miscellaneous Expenditures ( County Format )	Appendix I

**Note: These are sample pages only**

\* Salaries and wages are reported separately and are not included in this summary. A similar summary is prepared for each Supervisory Officer ( Superintendents of Education are combined ).



**The Hamilton-Wentworth District School Board**  
**Combined**  
**1998 Budget Estimates**  
**Expenditures**

	1997 Budget \$	1997 Actuals	1998 Estimate	1998 Est Incr. (Decr) \$ over 97 Budget	% of 1997 Budget
<b><u>Remuneration</u></b>					
Salaries & Wages	262,018,708				
Employee Benefits	<u>34,226,619</u>				
Total Remuneration	<u><u>296,245,327</u></u>				
<b><u>Fixed</u></b>					
Energy	7,981,200				
Debt Charges	8,135,350				
Rentals - Computer Equipment	728,623				
Equipment - Capital Leases	2,443,138				
Fees & Contractuals	0				
-Transportation	10,535,364				
-Insurance	956,258				
Tuition Fees	7,604,043				
Charge Back of Taxes	<u>4,144,689</u>				
Total Fixed	<u><u>42,528,665</u></u>				
<b><u>Variable</u></b>					
<b>Consumables</b>					
Travel	395,161				
Personnel Training	224,416				
Bursaries & Student Aid	92,160				
Books, Films & Software	2,619,036				
Supplies & Services	11,026,261				
Other Expense	<u>1,132,159</u>				
	<u>15,489,193</u>				
<b>Contractuals</b>					
Rentals - Other	168,140				
Fees & Contractuals -Other	<u>1,186,288</u>				
	<u>1,354,428</u>				
<b>Capital</b>					
Repairs, Buildings & Grounds	3,394,948				
Equipment	1,694,445				
Capital From Current	6,597,340				
Permanent Improvements	<u>1,035,385</u>				
	<u>12,722,118</u>				
<b>Other</b>					
Transfer to Reserves	<u>10,000</u>				
Total Variable	<u><u>29,575,739</u></u>				
<b>Total Expenditures</b>	<b>368,349,731</b>				

## Appendix B

The Hamilton-Wentworth District School Board  
Combined  
1998 Budget Estimates

## Expenditure Estimate - 1998 Budget

Description	1997 Budget	1998 Budget	Change \$	% Change
Salaries	256,220,458			
Benefits	34,226,619			
Departmental Budgets	26,768,578			
School Budgets	12,889,469			
Capital Projects	6,597,340			
Debenture Repayments	8,135,350			
Transportation	10,535,364			
Tuition Fee Expenditures	7,604,043			
Miscellaneous	5,372,510			
<b>Total Expenditure</b>	<b>368,349,731</b>			

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**The Hamilton-Wentworth District School Board  
Combined  
1998 Budget Estimates  
Revenues**

	1997 Budget	1997 Actuals	1998 Estimate	1998 Est. Incr.(Decr) \$ over 97 Budget	% of 1997 Budget
<b><u>Fixed</u></b>					
Provincial Funding					
General Legislative Grants	103,430,911				
Capital Grants	1,703,293				
	<u>105,134,204</u>				
Supplementary Taxes, T&T, PIL	7,506,534				
Tuition Fees	<u>12,173,056</u>				
	<u><u>124,813,794</u></u>				
<b><u>Variable</u></b>					
Surplus (Deficit)	(731,112)				
Other Provincial Revenue	455,700				
Recoverable Transportation	75,000				
Rental Revenue	361,185				
Capital Recoveries	0				
Other Revenue	<u>1,537,930</u>				
	1,698,703				
Transfer from Mill Rate Stabilization Reserve	2,553,415				
Transfer from Working Reserves	5,576,597				
Transfer from Retirement Gratuity Reserve	1,650,000				
Transfer from Capital Reserve	150,000				
Levy for Taxation	<u>231,907,222</u>				
	<u><u>241,837,234</u></u>				
<b>Total Revenue</b>	<u><u><b>368,349,731</b></u></u>				

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## Appendix D

**The Hamilton-Wentworth District School Board  
Combined  
1998 Budget Estimates**

**Revenue Estimate - 1998 Budget**

	<b>1997 Budget \$</b>	<b>1998 Budget \$</b>	<b>Change \$</b>	<b>% of 1997 Budget</b>
Provincial Grants	101,290,451	0		
Capital Grants	1,703,293	0		
Continuing Education Grants & Fees	2,481,237	0		
Over (Under) Levy	(731,112)	0		
Supplementary Taxes	7,506,534	0		
Tuition Fee Revenue	12,085,679	0		
Investment Interest	150,000	0		
Rental Revenue	361,185	0		
Recoverable Salaries & Benefits	893,716	0		
Miscellaneous Revenue	666,444	0		
Sun Life Surplus	105,070	0		
Transfer from Mill Rate Stabilization Reserve	2,553,415	0		
Transfer from Working Reserves	5,576,597	0		
Transfer from Retirement Gratuity Reserve	1,650,000	0		
Transfer from Capital Reserve	150,000	0		
Local Taxation	231,907,222	0		
<b>Total Revenue</b>	<b>368,349,731</b>	<b>0</b>		
<b>Total Expenditure</b>	<b>368,349,731</b>			



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The Hamilton-Wentworth District School Board - Combined District  
Summary of Financial Information  
1998 Estimates

	1997 Approved Budget	Director & Secretary	Supts. of Schools	Program Services	Admin. Services	Human Resources	Finance	Combined 1998 Estimates
<b>Remuneration</b>								
Salaries & Wages	\$ 262,018,708							0
Employee Benefits	34,226,619							0
	<u>296,245,327</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Fixed</b>								
Energy	7,981,200							0
Debt Charges	8,135,350						0	0
Rentals - Computer Equip.	728,623							0
Equipment - Capital Leases	2,437,438							0
Fees & Contractuals								
Transportation	10,534,164						0	0
Insurance	956,258						0	0
Tuition Fees	7,604,043						0	0
Charge Back of Taxes	4,144,689						0	0
	<u>42,521,765</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Variable</b>								
<b>Consumables</b>								
Travel Expense	395,161						0	0
Personnel Training	224,416						0	0
Bursaries & Student Aid	92,160							0
Books, Films & Software	2,619,036						0	0
Supplies & Services	10,920,424						0	0
Other Expense	1,282,509						0	0
	<u>15,533,706</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Contractuals</b>								
Rentals - Other	224,527							0
Fees & Contractuals - Other	1,092,288							0
	<u>1,316,815</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Capital</b>								
Repairs, Bldgs. & Grounds	3,394,948							0
New/Repl. Equipment	1,694,445							0
Capital from Current	6,597,340							0
Permanent Improvements	1,035,385							0
	<u>12,722,118</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Other</b>								
Working Capital	0							0
Provision - Capital Reserve	10,000							0
	<u>10,000</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	<u>29,582,639</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	<u>\$</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>TOTAL 1998 ESTIMATES</b>								
<b>TOTAL 1997 BUDGET</b>	\$ 368,349,731	393,057	8,788,443	1,671,814	26,940,731	774,080	33,067,064	
<b>% of 1997 Budget</b>		0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

\* Total 1997 Budget includes \$3,131,867 for French Language Section

The Hamilton-Wentworth District School Board  
Combined Offices  
Summary of Financial Information - Financial Services  
1998 Budget Estimates

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Appendix F

	1997 Budget	1997 Actuals	1998 Estimates	1998 Est. Incr. (Decr.)	
				\$ over 97 Budget	% of 97 Budget
<b>FIXED</b>					
<b>Debt Charges</b>					
Principal & Interest Debenture Pymnt - Ele	5,014,046				
Principal & Interest Debenture Pymnt - Sec	3,121,304				
	8,135,350	0		-8,135,350	0.00%
<b>Fees &amp; Contractuals</b>					
Insurance	956,258			-956,258	0.00%
Transportation	10,308,484			-10,308,484	0.00%
Transportation Management Services	82,000			-82,000	
	11,346,742	0	0	-11,346,742	0.00%
<b>Tuition Fees</b>	7,391,000			-7,391,000	0.00%
<b>Charge Back of Taxes</b>	4,144,689			-4,144,689	0.00%
<b>TOTAL FIXED</b>	31,017,781	0	0	-31,017,781	0.00%
<b>VARIABLE</b>					
<b>Consumables</b>					
<b>Travel Expense</b>	201,470			-201,470	0.00%
<b>Personnel Training</b>					
Professional Development & Memberships	19,150			-19,150	0.00%
<b>Books/Films and Software</b>					
Books/Films & Tapes	5,875				
Computer Software	575,600				
	581,475	0	0	-581,475	0.00%
<b>Supplies &amp; Services</b>					
Temporary Assistance Invoiced	60,000				
Advertising	13,400				
Postage	5,000				
Repairs to Furniture & Equipment	4,180				
General Supplies	21,200				
Bank Charges	3,000				
Printing	47,300				
Photocopier	8,000				
Transportation Committee	700				
	162,780	0	0	-162,780	0.00%
<b>Other Expense</b>					
Miscellaneous	845				
Bank Interest and Charges	670,000				
Municipal Taxes	1,900				
U.S. Exchange - Premium	0				
	672,745	0	0	-672,745	0.00%
<b>Total Consumables</b>	1,637,620	0	0	-1,637,620	0.00%

14-8

The Hamilton-Wentworth District School Board  
 Combined Offices  
 Summary of Financial Information - Financial Services  
 1998 Budget Estimates

Appendix F

	1997 Budget	1997 Actuals	1998 Estimates	1998 Est. Incr. (Decr.)	
				\$ over 97 Budget	% of 97 Budget
<b>Contractuals</b>					
<b>Fees &amp; Contractuals</b>					
Audit Fees	83,600				
Legal Fees	123,645				
Professional Fees	59,447				
	<u>266,692</u>	<u>0</u>	<u>0</u>	<u>-266,692</u>	<u>0.00%</u>
<b>Capital</b>					
<b>New/Replacement Equipment</b>	4,000			-4,000	100.00%
<b>Permanent Improvements</b>					
Vandalism Costs	5,971				
Insurance Claim Expenditures	125,000				
	<u>130,971</u>	<u>0</u>	<u>0</u>	<u>-130,971</u>	<u>0.00%</u>
<b>Other</b>					
Provision for Capital Reserve	10,000	0	0	-10,000	0.00%
<b>TOTAL VARIABLE</b>	<u>2,049,283</u>	<u>0</u>	<u>0</u>	<u>-2,049,283</u>	<u>0.00%</u>
<b>TOTAL BUDGET</b>	<u>33,067,064</u>	<u>0</u>	<u>0</u>	<u>-33,067,064</u>	<u>0.00%</u>

## Appendix G

**The Hamilton-Wentworth District School Board  
Combined  
1998 Budget Estimates**

**Departmental Budgets - 1998 Budget**

<b>Description</b>	<b>1997 Budget</b>	<b>1998 Budget</b>	<b>Change \$</b>	<b>% Change</b>
Business Administration	1,141,449			
General Administration	1,241,390			
Professional Fees	815,946			
Computer Services	5,043,672			
Program Services	821,454			
Communication Services	551,188			
Continuing Education	2,335,601			
Plant Operation	9,920,819			
Plant Maintenance	4,897,059			
<b>Total Department Budgets</b>	<b>26,768,578</b>			



## Appendix H

**The Hamilton-Wentworth District School Board  
Combined  
1998 Budget Estimates**

**School Budgets - 1998 Budget**

<b>Description</b>	<b>1997 Budget</b>	<b>1998 Budget</b>	<b>Change \$</b>	<b>% Change</b>
Elementary Schools	7,380,476			
Secondary Schools	4,711,630			
Public Health Services	3,000			
Inter-School Sports	179,524			
Strypes Accomodation	12,687			
Co-operative Education Program	7,140			
Computer Software	122,590			
Computer Acquisitions (G.E.M.S.)	472,422			
<b>Total School Budgets</b>	<b>12,889,469</b>			

## Appendix I

The Hamilton-Wentworth District School Board  
Combined  
1998 Budget Estimates

## Miscellaneous Expenditures - 1998 Budget

Description	1997 Budget	1998 Budget	\$ Change	% Change
Travel Expenses	395,161			
Recreational Facilities	67,500			
Bursaries and Student Aid	92,160			
Loan Interest	673,000			
Tax Write-offs	4,144,689			
<b>Total Miscellaneous Expenditures</b>	<b>5,372,510</b>			

# 16

# The Hamilton-Wentworth District School Board

## Memorandum

**To:** Allan A. Greenleaf  
Director of Education

**From:** Don Grant  
Superintendent of Business and Treasurer

**Subject:** Reaffirm Former Boards Debenture Approvals

### Recommended Action:

Moved by: \_\_\_\_\_

That The Hamilton-Wentworth District School Board authorize the Superintendent of Business and Treasurer to issue debentures for a total amount of up to \$2,821,000., repayable during a term of up to 20 years with respect to projects approved for debenture financing by the former boards.

### Rationale:

Debenture financing approved by the former boards but not issued as of December 31, 1997 is as follows:

Hamilton	\$1,735,000.
Wentworth County	<u>1,086,000.</u>
	<u>\$2,821,000.</u>

The foregoing recommended action will confirm The Hamilton-Wentworth District School Board's support for these debentures and provide the Treasurer with the authority necessary to proceed with issuance.

DG/GdeJ  
1998-02-03

C:\MyFiles\Board\1998\debentures.wpd

Approved for distribution by the Director.	
Signature:	<u>Allan A. Greenleaf</u>
Date:	<u>1998.02.03</u>

Don





# 17

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

1998 02 23

TO: Allan A. Greenleaf, Director of Education & Secretary

FROM: Murray Quinn, Superintendent of Schools, Lower City

DATE: 1998 01 23

RE: AMENDMENTS TO OPERATING PROCEDURE OP-31: EXPULSION OF PUPILS

Approved \_\_\_\_\_  
by the Director.

Signature: Allan A. Greenleaf

Date: 1998.02.03

**RECOMMENDATION:**

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_ that the following sections of the Operating Procedure OP-31 be amended as follows:

(3.2.4)

Delete: "The Director will inform the ward Trustees that a recommendation for expulsion has been made....."

Amend to : "The Superintendent of Schools will inform the ward Trustee that a recommendation for expulsion has been made....."

(3.3.6) (g) Delete "after all evidence is presented, the Director(Secretary of the Board) and all presenting parties and their Counsel leave the hearing room while the Trustees consider the information and reach a decision."

Amend to: "after all evidence is presented, all presenting parties and their Counsel leave the hearing room. The Director, as Secretary of the Board, will remain with the Trustees while they consider the information and reach a decision."

**BACKGROUND:**

In January, 1995 the Hamilton Board of Education approved its Safe Schools Policy. The Expulsion of Pupils Operating Procedure was a part of that policy. Within this section the role of the Director was outlined. Two possible roles exist for the Director: one is as a member of Administrative staff, the other is as Secretary of the Board. The Director at the time preferred the former and participated in the approval of the recommendation to expel. He was therefore limited in his participation at the hearing and could not take part in Trustee deliberations.

**RATIONALE:**

There are two possible roles for the Director in expulsion hearings. Both are represented within the province in the major boards. In one instance, the Director joins with administrative staff to endorse the expulsion recommendation prior to it going to board. As such, the Director has a bias in the proceedings and may not be present during Trustee deliberations.

The second role is that of Secretary of the Board. In this instance the Director is a neutral party who does not deal with the expulsion recommendation in any way before it comes to the Board for consideration. As a result, he/she may then remain with the Trustees during their deliberations to ensure that the minutes of the hearing constitute a full and correct record of the proceedings...

## **EXPULSION POLICY STATEMENT**

The Board of Education for the City of Hamilton is committed to a safe learning and working environment. Such an environment protects the safety and self-esteem of each person and promotes mutual respect of one person for another. The Hamilton Board of Education is prepared to exercise its authority to expel students as necessary in order to ensure this safe learning and working environment.

The Expulsion Policy and Procedures define unacceptable behaviour and provide a systematic method of response. Fair, firm and consistent application of the policy is expected. The case of every student referred for expulsion will be thoroughly investigated and decisions will be based on the individual circumstances of the case. The intent of the policy is to protect and balance the rights of all people in the education system

Expulsion may be the result of a single serious occurrence or a series of occurrences.

A student who is expelled will be directed to both therapeutic support and alternate forms of education to allow the student to pursue a new direction in his/her life.

## **STATEMENT OF ZERO TOLERANCE OF VIOLENCE**

It is the policy of the Board of Education for the City of Hamilton to respond with zero tolerance to all known acts of violence or any behaviour that has the potential to result in violence. The Board is committed to fostering a safe and secure learning-working environment. This environment will be achieved through proactive prevention and intervention strategies within each school where all students and staff understand, value and respect the diversity of others and the importance of self-worth.

Clear and consistent disciplinary action will be applied in response to the following acts of violence:

- threats of serious physical injury
- assaults causing bodily harm
- sexual assault
- hate-motivated violence
- robbery and extortion
- the possession and/or use of weapons
- extensive vandalism

Depending on the nature and severity of the incident and the age of the student, one or more of the following consequences may be employed:

- contact of the parent(s)/guardian
- contact of the police
- suspension of the student
- completion of a Violent Incident Form for inclusion in the OSR
- alternative learning placement for the student
- recommendation for expulsion.

Every reasonable effort will be made by the Board to protect the rights of individual students and staff to learn and work in a safe environment.

# 18

## The Hamilton-Wentworth District School Board

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 572-5092

Fax (905) 521 2539

1998 02 02

To: Allan A. Greenleaf, Director of Education and Secretary  
From: Stew Thompson, Assistant Superintendent of Schools  
Re: Request for a Liquor Licence - Hamilton Y.M.C.A. 1998 05 28

Approved for distribution  
by the Director.

Signature:

*Allan A. Greenleaf*

Date:

1998.02.03

### RECOMMENDED ACTION:

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_,  
THAT THE HAMILTON Y.M.C.A. BE GRANTED PERMISSION TO OBTAIN A LIQUOR LICENSE FOR  
A DINNER & SILENT AUCTION FUND-RAISING EVENT TO BE HELD IN THE GYMNASIUM OF  
ROBERT LAND SCHOOL ON SATURDAY, MAY 23, 1998.

### Rationale:

The Y.M.C.A. wishes to hold this event to raise funds in support of school and community programs offered at Robert Land School and several other schools located in the inner city. These noon-hour and after-school programs are provided as a community service to students and parents where the need for such programs is identified and where families have lower incomes. For example, the Y.M.C.A. is running the following programs at Robert Land School at no cost to the school/board:

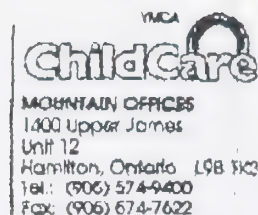
1. A daily student craft program at lunch time.
2. A weekly activity program for students.
3. A pre-school morning program for students two days a week.
4. A weekly aerobic program for parents.
5. Job skills workshops for parents.

The attached letter provides an overview of the service provided by the Y.M.C.A. and the successful partnership that has been established. The funds raised from the event are required to meet the increasing need for recreation programs supported by the *Y.M.C.A. Partners With Youth Fund*.

The principal of Robert Land School, Lorrie Ann Wannamaker, is a member of the planning committee and will be a full participant the day of the event. The Y.M.C.A. will assume the costs of caretaker services, security and supervision. As part of the event, the school's nutrition and clothing programs will be highlighted. It is hoped that this will increase corporate awareness of these two essential school programs leading to additional sponsorship. These programs are currently funded by various corporate and service sponsors providing an annual operating budget of over \$10 000.

The policy of the former Hamilton Board of Education stated that no alcoholic beverages shall be allowed on school grounds or in the school building without the permission of the Board. (Board Policy, 1995).





January 27, 1998

Mr. S. Thompson  
Assistant Superintendent  
Education Centre,  
P.O. Box 558  
Hamilton, Ontario

Dear Mr. Thompson,

The YMCA of Hamilton/Burlington has been operating before and after school child care programs in schools throughout Hamilton and Wentworth for over fifteen years. The YMCA of Hamilton/Burlington has developed and maintained a most successful partnership with the Board of Education for the City of Hamilton and the Wentworth County Board of Education.

In 1997, the YMCA of Hamilton/Burlington began to operate recreational programs during the lunch hour and after school in local schools. Currently, the YMCA of Hamilton/Burlington is partnered with the following schools: Hess Street School, Robert Land School, Bennetto School, and Queen Victoria. These programs are sponsored by the YMCA Partners With Youth fund. The programs are open to all. The programs operate where there is an identified need for recreational activities, and where families have lower incomes. The program staff respect the diversity of the participants, and strive to make children feel comfortable and welcome.

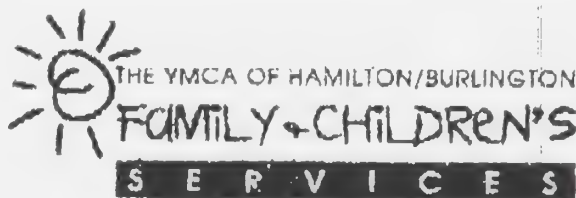
The YMCA of Hamilton/Burlington has a vision to develop healthy individuals, healthy families and healthy communities. With support from school principals and school staff, recreation programs enhance the participant's lives.

The demand for recreation programs is increasing. In order to meet the needs of a majority of individuals, the YMCA of Hamilton/Burlington is committed to raising more funds for the YMCA Partners With Youth fund. A Silent Auction is being planned. After some discussion, it was agreed that Robert Land School would be the ideal location for the event. People will see the dedication of the staff of Robert Land School, they will have an opportunity to see the results of a successful partnership and they will have an opportunity to make a difference.

Please consider Lornie Ann Wannamaker's request. Should you have further questions, please contact me at 574-9400. I look forward to your response.

Sincerely,

Christina Martin  
General Manager  
Family and Services





1998 02 03

To: The Trustees

From: Allan A. Greenleaf, Director of Education and Secretary

Re: **COTTON PATCH GOSPEL**

---

A request has been made for the Board to advertise the Cotton Patch Gospel presentation directed by David Dayler. One hundred tickets were also made available for distribution throughout the system.

Both the request to advertise and the offer of tickets were refused on the basis of the Ministry of Education and Training's previous direction and the specific religious ramifications involved.

Should trustees wish this decision to be countermanded, a Board resolution to that effect will be required.



#19-1

HARRY CHAPIN'S  
**COTTON  
PATCH  
GOSPEL**

Directed by: David Dayler

-- A NEW FACES PRODUCTION --

Fri. Feb. 13 & Sat. Feb. 14

(at 8 p.m.)

GREAT HALL,  
HAMILTON PLACE

\$22.00, \$18.00, & \$13.00

*Student/Senior Matinee*

Fri. Feb. 13 at 1 p.m.     **\$10.00**

FOR TICKETS CONTACT

(905) 529-5400

Cotton Patch Gospel is a fundraising project for the  
Pastoral Counselling Centre

**Order Your Tickets Today!!**

This "Greatest Story Ever Retold" is based on the book "The Cotton Patch Version of Matthew and John" by Clarence Jordan in which the story is presented in a setting of rural Georgia with country music songs, the final and perhaps best work of Harry Chapin.

***WHAT THE CRITICS HAVE TO SAY !***

"Exuberant !"

"Strong ,solid entertainment, wonderfully exhilarating,  
compelling "

"Powerful drama and joyous celebration. This musical  
succeeds mightily."

"An exuberant country western hoedown."

"Drop everything and go see "Cottonpatch Gospel" Your feet  
will be tapping and your fingers will be snapping. You will  
be regaled."





## MUSICAL NUMBERS

*Act I*

Somethin's Brewin' in Gainesville  
Baby Born to God \*  
I Did It  
Mama Is Here/I Did It (Reprise)  
It Isn't Easy  
Sho 'Nuff  
From That Day On \*  
Turn It Around  
When I Look Up  
Ain't No Busy Signals  
Spitball  
Miracle on Stone Mountain \*  
Love the Lord Your God \*  
Blind Date  
Goin' to Atlanta

*Act II*

Are We Ready?  
You Are Still My Boy  
We Gotta Get Organized  
We're Gonna Love It While It Lasts  
Jubilation  
Dangerous Man \*  
Jud \*  
Hey, What's Goin' On? \*  
Jud (Reprise) \*  
Thank God for Governor Pilate  
One More Tomorrow  
I Wonder (with Jubilation reprise)  
Somethin's Brewin' in Gainesville (Reprise)

\*Not listed in New York program.

## *YOUR COTTON PATCH GOSPEL CAST*

### *KRISTIE AUCOIN*

Kristie is delighted to be a part of the **Cotton Patch Gospel** Cast. Audiences will remember Kristie as the hilarious Tina in the very successful recent production of **Tony & Tina's Wedding**. This is Kristie's 3<sup>rd</sup> show with New Faces. She was featured in their summer production of **Closer Than Ever**. Kristie is a graduate of the American Academy of Dramatic Arts in New York City.

### *DAVE BRENNAN*

Dave is thrilled to be a part of the **Cotton Patch Gospel** Cast. Past credits include **The Wizard of Oz** at Theatre Aquarius and **The Vaudeville Show** for New Faces. Last summer he was seen in the Theatre Aquarius Performing Arts Program's production of **The Who's Tommy** as the Judge. He currently attends Westdale Secondary School.

### *V. ANGELA BURLEY*

Angela has been involved in musical theatre for several years—both on stage and behind the scenes. She played Elsa Maxwell in **Red, Hot & Cole**, and was most recently seen as Babbette in **La Cage aux Folles** - (both for H.T.I.). She is very excited to be considered a "new" face in **Cotton Patch Gospel**.

### *LISA DILIBERTO*

Lisa is currently in her final year of high school at Westdale in Hamilton. You may have seen Lisa this past December as Martha in Fanfare Production's **Mr. Scrooge** at the Oakville Centre. Lisa has had the opportunity to work with H.T.I. and Theatre Aquarius Summer Program as well as the Sears Drama Festival. Lisa is thrilled to be a part of **Cotton Patch Gospel** in Hamilton's most magnificent theatre.

### *LORNE GRETSINGER*

Lorne is an elementary school teacher-librarian and computer site manager at Caistor Central Public School. He has been featured in Hamilton Theatre Inc.'s **Perfectly Frank**, **Red, Hot & Cole**, and **Mame** as well as most recently producing the media sensation **The Fantasticks** this Christmas. He has also worked with the Niagara Falls Musical Theatre Society's **By Strouse** and **It's De-Lovely, It's De-Porter** and the Kingston Meistersingers' **Kiss Me Kate** and **HMS Pinafore**. He is thrilled to be working with New Faces.

### *SARAH GRIGG*

Sarah is thrilled to be working with New Faces for the first time in **Cotton Patch Gospel**. In recent months she has worked with Drury Lane Theatrical Productions and recently graduated from the Etobicoke School of the Arts in which she majored in Music Theatre. Sarah has studied dance, voice and musical instruments for many years. Two years ago Sarah was delighted to perform in Japan with the musical **Anne of Green Gables**.

### *ADRIAN KOVACEK*

Adrian is ecstatic to be performing with a multi-talented New Face Cast. His most recent performances include **Tony & Tina's Wedding** where he appeared as Tina's drunken ex-boyfriend Michael., and **Swing Time To Remember** in which he played Sonny.

### *CAISSIE LEVY*

Caissie is very excited to be part of the **Cotton Patch Gospel**. Caissie was last seen in **Godspell**, **The Vaudeville Show**, and portraying Fantine in **Les Miserables**. Currently, Caissie is working on **Medea** with Westdale Secondary, and is the vocal soloist for the Hamilton Senior Jazz Band.

**NINA MASCARIN**

Nina is happy to be working once again with New Faces, after recently appearing as Maddie in the very successful **Tony & Tinas Wedding**. Some of Nina's past credits include **Sexual Perversity in Chicago**, **Little Women** and **Move Over Mrs. Markham**. When Nina is not performing on stage, she is a teacher in Lincoln County.

**WALTER MYKYTYSHYN**

Walter is proud to be the "oldest face" in the New Face's production of the **Cotton Patch Gospel**. Walter is well remembered for his performance of Vinnie the caterer in the recent production of **Tony & Tinas Wedding**. He has recently appeared with the Player's Guild in **Homeward Bound**, with Drury Lane in **Old Time Music Hall '97** and with H.T.I. in **Back to Burlesque**. Between acting gigs Walter found the time to Stage Manage **La Cage Aux Folles** at H.T.I., one of his proudest community theatre accomplishments.

**MELISSA ANNE NORTH**

Melissa, who attended the Sheridan College Music Theatre Performance program, has been involved with the music and theatre community in the area for 10 years. Her last appearance in Hamilton was with H.T.I.'s production of **The World Goes Round**. She is excited to be making her debut with New Faces in **Cotton Patch Gospel**.

**BABE SCHURTER-SANTI**

Babe is thrilled to be part of the "Towards the Millennium" project for her second year in a row. You may remember her from last year's production of **Godspell**. Ms. Schurter-Santi was recently seen in the Hamilton Players Guild production of **Breaking Legs** as Angie. In her spare time, Babe is a teacher with the Dufferin-Peel Roman Catholic Separate School Board.

**DAVID SHUTTLEWORTH**

This is David's first show in 2 years. He loves the Country Music aspect of **Cotton Patch Gospel** mostly because by day, he works for 820 CHAM. You might also know David as the Bass player for the local rock group **Retropulsion**.

**JONATHAN SMITH**

Jon is more than excited to return to the big stage for New Faces. Jon was a familiar face in last year's production of **Godspell**. More recently, Jon has appeared in **The Vaudeville Show**, **Tony & Tinas Wedding** and many other productions.

**JAIMIE SNELL**

Jaimie is glad to be a part of New Faces once again. He appeared last year in their production of "**The Vaudeville Show**". Jaimie has tried his hand at other aspects of the theatre when he co-wrote and directed a show for the Sears Drama Festival. He was also very happy to be seen on stage during a recent cultural exchange trip to China.

October 28, 1996  
MEDIA RELEASE

**"Towards the Millennium"**  
(a four year partnership in the arts)

Hamilton's musical ambassadors, NEW FACES, have teamed up with the Pastoral Counselling Centre, Hamilton-Wentworth, to produce a series of musicals culminating in a locally produced **PASSION PLAY** in the year 2000. In the style of the Passions plays found in Europe and the southern United States, the Hamilton Passion Play will feature a thousand voice choir and a cast of over 200. The economic impact of such an ambitious entertainment proposal could be phenomenal. Hundreds of talented local people will be involved in the staging of THE PASSION PLAY. It is anticipated that THE PASSION PLAY could be a magnet for tourists throughout Southern Ontario and beyond. A committee is being struck to explore all of the marketing strategies and potential economic impact on the community.

NEW FACES, under the directorship of David Dayler, made the partnership proposal to Doug Wallace, Board Member and Chair of the Fundraising Committee of the PASTORAL COUNSELLING CENTRE.

Mr. Dayler proposed the partnership based upon the Centres success with past fundraising musicals such as **Forever Plaid** and **Five Guys Named Moe**. The Pastoral Counselling Centre's connections with the religious community were also a valued reason for the partnership which was suggested initially by HECFI C.E.O, Gabe Macaluso.

Mr. Wallace and the Pastoral Counselling Centre feel the relationship is a *"marriage made in heaven"* based upon the theme of the shows and the successful and professional track record that Mr. Dayler brings to the table.

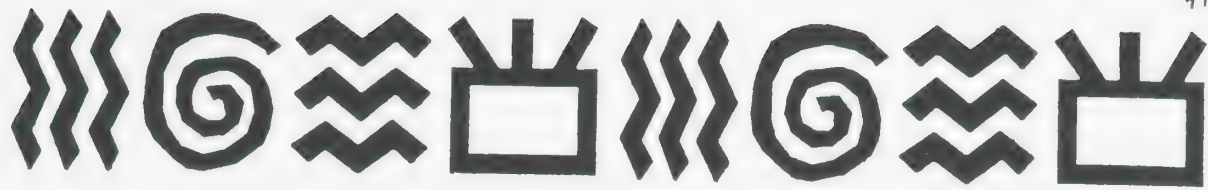
The first production in the series was **GODSPELL**, which played in The Great .Hamilton Place, February 7th and 8th 1997.

This coming February 13. & 14 will find the Great Hall host to **Harry Chapin's COTTON PATCH GOSPEL** .

Our major corporate sponsor for the production of COTTON PATCH GOSPEL is **LAIDLAW INC.**

Media Sponsors include: **THE SPECTATOR, CHCH TV 11, & K-Lite Fm**





## NEW FACES

David Dayler  
Artistic Director  
c/o 1045 King St. W.,  
Hamilton Ontario, L8S 1L6

Telephone (905) 523-5441  
Fax (905) 528-6111

NEW FACES has been involved in the development and production of theatrical presentations since 1985 under the guidance of Artistic Director David Dayler. For the past few years NEW FACES has been working towards the development of a fully functioning program in the Studio Theatre, Hamilton Place.

Since its beginnings in 1985, NEW FACES has continued to nurture and develop talented young performers interested in pursuing a professional career. As a result of the work of the NEW FACES company, many young performers have been given the opportunity to work in professional surroundings under skilled supervision as they developed their craft. Graduates of the NEW FACES program are currently working in productions of **SHOWBOAT; MISS SAIGON; CRAZY FOR YOU; PATSY; SUNSET BOULEVARD** and at **THE STRATFORD FESTIVAL**. The NEW FACES program and audience has grown each year because of the commitment to excellence and the support of the community.

Currently NEW FACES is presenting the Off Broadway Hit, **TONY N' TINA'S WEDDING**. This production had a successful sold out run with Festitalia in September of 1997 and has just completed a sold out Christmas run at The Hamilton Convention Centre. Performances are currently booked well into 1998 with the possibility of an on going run in the Hamilton Convention Centre. For information about upcoming presentations of **TONY N' TINA'S WEDDING** contact Shelagh Snider at 523-5441.

NEW FACES continues to encourage and develop talented young performers both through summer programming and integrated performance opportunities with more seasoned performers throughout the year. For further information about any aspect of the NEW FACES programme please contact DAVID DAYLER or SHELAGH SNIDER at 577-9326 or 523-5441

## DAVID DAYLER

### Artistic Director NEW FACES WESTDALE PLAYERS

David Dayler has been involved in the theatrical life of Hamilton since the late 60's and has been directing both locally and around the province since 1971. A graduate of McMaster University, Hamilton Teacher's College and the Faculty of Education, University of Toronto Dramatic Arts Specialist Program, Mr. Dayler has been actively working with young people in the arts since 1971.

In 1982 Mr. Dayler developed a program for talented young high school performers which allowed them the opportunity to present major musical presentations in the Great Hall of Hamilton Place. As a result of the success of this program, Mr. Dayler founded **NEW FACES** in 1985 as a program of training and performance opportunities for post secondary students involved in theatrical training programs throughout the province. Over the years, the program has grown and developed in many ways to its current status as the resident performing company in the Studio Theatre at Hamilton Place.

Mr. Dayler is a much sought after director, adjudicator and guest lecturer across the province. He is a past executive member of the **Council of Drama in Education**, and has chaired the Provincial Conference (C.O.D.E.). As a workshop leader for both C.O.D.E. and the Canadian Child and Youth Drama Association (C.C.Y.D.A.), Mr. Dayler has worked with teachers across this country. His workshops on collective theatre and participatory drama are constantly in demand. He was a member of the **T.V. Ontario Discipline Advisory Team for Drama** which reviewed and assisted in the development of programming for T.V.O. He has worked extensively with the **Sears Drama Festival** as both a participant and as an adjudicator. As an adjudicator Mr. Dayler has guided and acted as a facilitator for companies of young performers from Nova Scotia to British Columbia. He is author and editor of numerous curriculum documents for Dramatic Arts in Hamilton Secondary Schools.

Mr. Dayler received the prestigious **Elsie Award** from the Arts Council of Hamilton in 1989 for his work with young people in the dramatic arts field and was a recipient of **The Canada 125 Medal** in recognition for his work with young people in the arts. In 1995, he was awarded the prestigious **SPECTATOR Community Service Award** for his contribution to Theatre and Music in Hamilton.

At the invitation of the King and Queen of Spain, Mr. Dayler's **WESTDALE PLAYERS** had the opportunity of representing Hamilton, Ontario and Canada at the opening of Expo '92 in Seville and the Quincentennial Salute to the Americas in Madrid. His production of **ASSIGNMENT: EARTH**, a look at what each of us can do to save our planet, was an

instant hit in Spain. His performers not only had the opportunity to perform throughout Spain but to present a performance at the opening of Expo '92. In 1994 Mr. Dayler was asked to travel to Cuba at the invitation of the Cuban Ministry of Culture to study the arts in education, dance and theatre as one of a six person Theatre Ontario delegation. In October of 1997, Mr. Dayler took **THE WESTDALE PLAYERS** on a two week tour of China where they had the opportunity to perform for and interact with Chinese students with a presentation entitled **THE FRIENDSHIP COMPANY**.

As an author Mr. Dayler has turned his creative talents to issue based theatre. Since 1995 Mr. Dayler has volunteered his services to the Trauma Prevention Council of Hamilton Wentworth in order to write and create three original scripts dealing with risk taking behaviour. The first presentation **IT ONLY TAKES SECONDS...** deals with the risks involved in drinking and driving. This award winning production has been played to thousands of students across this province and by invitation to a major drama festival in the United States. **THE SAFETY SHOW**, the second script created by Mr. Dayler and his company looks at safety issues for young children. This interactive presentation is currently touring local elementary schools. **HOOKED**, the third and final part of this trilogy deals with the issue of substance abuse in our schools. It is currently being workshopped and will be in the schools in 1998.

As a community volunteer Mr. Dayler has used his talents to organize, co-produce and direct such major civic events as:

**NATIONAL ACCESS AWARENESS WEEK CELEBRATIONS,  
OPENING CEREMONIES : THE PROVINCIAL GAMES FOR THE  
DISABLED,  
THE CHILDREN'S INTERNATIONAL GAMES:OPENING  
CEREMONIES,  
THE GALA FOR H.R.H. THE PRINCE OF WALES,  
THE VISIT OF THE GOVERNOR GENERAL,  
THE SESQUICENTENNIAL GALA CELEBRATION ,  
THE OLYMPIC ATHLETE TRIBUTE,  
THE 40TH ANNIVERSARY OF THE HAMILTON FOUNDATION,  
THE 20TH ANNIVERSARY OF HAMILTON PLACE,  
WESTDALE VILLAGE B.I.A. FESTIVAL.  
FIRST NIGHT CELEBRATIONS '96,'97 STUDIO THEATRE**

Mr. Dayler's commitment to his profession and to young people is readily apparent. His sincere belief in the value of Drama in Education as a positive influence on the lives of young people is clearly evident in the number of graduates who have entered the educational profession, and those who have made a significant impression on the performing arts community. As a result of programmes offered and directed by Mr. Dayler, many young people's lives have been touched and transformed. His contribution to the arts through drama and theatre is significant indeed.





# PASTORAL COUNSELLING CENTRE

(HAMILTON-WENTWORTH)

354 King St. West (at Queen)  
Hamilton, Ontario. L8P 1B3

(905) 529-5400

- GRIEF • ANGER • MARITAL CONCERNS •
- ANXIETY • LOSS • DEPRESSION • FEAR •
- FAMILY PROBLEMS • STRESS • ABUSE •

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FAMILIES AND IS GEARED TO INCOME.  
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EDUCATION

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MEMBER AGENCY



WHEEL CHAIR  
ACCESSIBILITY



#20

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

## M E M O R A N D U M

TO: Trustees

FROM: The Director of Education

RE: School Trips

### Recommended Action:

It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the following trip requests be approved:

- (a) Grades 7-8 - C. B. Stirling School - Camp Mini-Yo-We, Muskoka from June 3 to 5, 1998 inclusive;
- (b) Grade 8 - Glen Brae School - Muskoka Woods from April 21 to 24, 1998 inclusive;
- (c) Grades 6-8 - Lawfield - Mt. St. Louis, Orilla from February 23 to 24, 1998 inclusive;
- (d) Grades 6-8 - Queen Mary - Mt. St. Louis, Orilla on February 24, 1998;
- (e) Grades 4-5 (Gifted) - Fernwood Park and Queen Victoria Schools - Teen Ranch, Orangeville from May 21-22, 1998 inclusive;
- (f) Grade 12 (English) - Delta School - Stratford, Ontario on May 25, 1998;
- (g) Grades 9-OAC - Sir Winston Churchill School - Horseshoe Valley Ski Resort, Barrie on February 20, 1998.

### Rationale:

As per policy.

Feb. 5/98  
/rt

Approved for distribution  
by the Director.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

1998.02.03



C O R R E S P O N D E N C E

*COMMITTEE OF THE WHOLE*  
*1998 02 05*





Office of the Chief  
Administrative Officer



#21

163 Dundas St. E., P.O. Box 50  
Waterdown, Ontario L0R 2H0  
Tel. (905) 689-7351

January 29, 1998

File No. R05-Y-2

The Director and Secretary  
The Hamilton-Wentworth District School Board  
100 Main Street West  
HAMILTON, ON L9C 4L8


Re: Proposed YMCA

The Town of Flamborough has finalized an agreement with the YMCA of Hamilton/Burlington for the construction of a YMCA to be located in Memorial Park. This site was chosen after an extensive search for a suitable parcel within the boarder of the Waterdown area. However, the Memorial Park site has been questioned by some, including members of Flamborough Town Council as the most appropriate site for the facility. As a result, staff has been requested to undertake a search for alternate sites.

In this regard, it would be appreciated if the Hamilton-Wentworth District School Board consider joint use of the site it acquired for the proposed elementary school. Such use offers potential benefits both to the Board, and to the Town. As well, close proximity of a YMCA to both an elementary school, as well as the high school should be positive for both Y users and students, both of whom will be served.

I would be pleased to provide any further information you wish in anticipation of consideration by the Board.

Yours Sincerely,

  
John C. Robison  
Chief Administrative Officer

JCR:jr  
L023-98



# 21-1

***THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD***

P.O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092

Fax (905) 521-2539

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February 2, 1998

Mr. John C. Robison  
Chief Administrative Officer  
Town of Flamborough  
163 Dundas St. E.  
P.O. Box 50  
Waterdown, ON L0R 2H0

Dear Mr. Robison:

This will acknowledge receipt of your letter of Thursday, January 29, 1998. I have forwarded this letter to the Committee of the Whole, and I expect that this joint-use prospect will be of interest to the Trustees.

It is likely that further deliberations amongst our respective administrative representatives will be authorized by the Trustees.

I trust this information will be of assistance for your presentation to the Council Committee session this evening.

Yours sincerely,

A. A. Greenleaf  
Director of Education & Secretary

/md

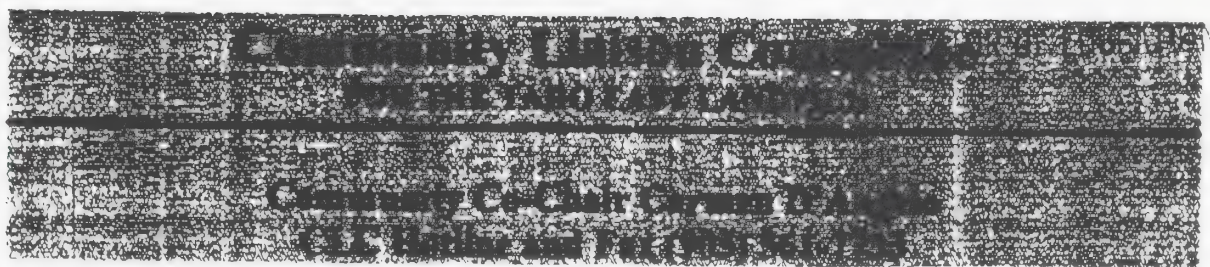




OFFICE OF THE

JAN 28 1998

#22



January 28, 1998.

Mr. Allen Greenleaf  
Director, Hamilton-Wentworth District School Board  
Fax (905) 521-3539

Re: School Board Representation to the Community Liaison Committee (CLC)

Dear Mr. Greenleaf:

During the Taro East Quarry Landfill Environmental Assessment, the local school boards were asked to participate as commenting agencies. The public school board requested that they have a seat on the CLC. This request was conditionally granted and Mr. John Davidson served on the CLC for the year 1997. Mr. John Davidson made significant contributions to the CLC and his presence will be missed.

The CLC conducts monthly meetings. At the December meeting, Mr. Davidson indicated that the new amalgamated public school board would like to continue its presence on the CLC. The committee as a whole endorsed this request unanimously and will be writing to the Regional Director of the Ministry of Environment to amend the Taro East Landfill Certificate of Approval to incorporate permanency with the public school board seat.

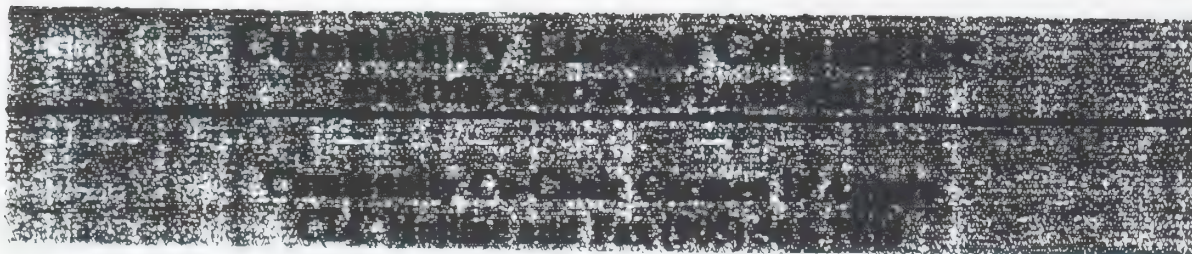
Please respond by February 12, 1998 as to whether you or your designate will be participating. I will forward the representative's name to the Ministry of Environment and amend the CLC's mailing list accordingly (Note: The CLC will be meeting Feb. 25 @ 6:00pm at Stoney Creek City Hall).

Sincerely,

C. D'Angelo

Cc ✓Members of the CLC  
✓Mr. Hardy Wong, Regional Director, Ministry of Environment

#22-1



January 28, 1998

✓Mr Hardy Wong  
Regional Director  
Ministry of Environment  
Fax (905) 521-7820

Re: Public School Board Seat on the Community Liaison Committee (CLC).

Dear Mr. Wong:

At the December 1997 meeting of the CLC, it was unanimously endorsed by committee members that the Public School Board continues with its representation on the CLC.

In order to accommodate this seat, an amendment of the Taro East Landfill Certificate of Approval No. A-181008 may be required. Please reply if an amendment to Condition #72 is indeed required.

Sincerely,

C. D'Angelo

Cc ✓Members of the CLC  
Mr Allen Greenleaf, Director, Hamilton-Wentworth District Public School Board

#23



# ST. PETER'S HOSPITAL

88 Maplewood Avenue, Hamilton, Ontario Canada L8M 1W9

Tel: (905) 549-6525 Fax: (905) 545-0822

January 21, 1998

Jane Allison  
Public Relations Officer  
The Board of Education  
100 Main Street West  
P.O. Box 2558  
Hamilton, Ontario L8N 3L1

Dear Ms. Allison:

Further to your telephone conversation with Wendy Brawn, please find enclosed, a sample of our public relations materials for our "Stand up for Seniors" Campaign.

It would be greatly appreciated if you could obtain approval for the distribution of these materials in the elementary and high schools in Hamilton.

Please call me at 549-6525, Ext. 2229, at your earliest convenience regarding our request. Your consideration to this matter is most appreciated.

Yours sincerely,

Lynne M. Clark  
Assistant  
Board of Directors

Encl.







## Facts About St. Peter's Hospital

The only hospital in Hamilton-Wentworth dedicated to providing seniors' health care, St. Peter's Hospital is renowned across Canada for its excellent inpatient, outpatient and community health programs.

It is an academic centre involved in teaching and research, affiliated with McMaster University's Faculty of Health Sciences, Mohawk College and other post-secondary institutions.

St. Peter's provides a range of specialty programs and services, including:

- Major Systems/Palliative Care (34 beds)
- Rehabilitation (34 beds)
- Complex Continuing Care (136 beds)
- Behavioural Health\* (80 beds)
- Community Services:
  - Chiropractic Clinic
  - Falls Clinic
  - Seating Clinic
  - Geriatric Assessment Clinic
  - Movement Disorders Clinic
  - Seniors' Dental Clinic
  - Outpatient Rehabilitation Services - including Easy Street Day Hospital

\*this program serves patients from across Central West Ontario



## Heath Services Restructuring Commission Issues for St. Peter's

The report of the Health Services Restructuring Commission does not address the specific health needs of the elderly in our community. The commission is directing the closure of the region's only geriatric hospital, St. Peter's by April 30, 2000. The Board of Directors of St. Peter's Hospital intends to vigorously oppose this decision. The board believes that our community needs an integrated system of care for seniors led by one organization.

Here are our major concerns with the commission's directives for St. Peter's:

- The highest growth rate in Ontario will be in the 74 - 85 age group, but the commission's report does not address seniors' health issues.
- The commission has decided to close the only facility in Hamilton-Wentworth dedicated exclusively to seniors, and to fragment St. Peter's inpatient, outpatient and community outreach services across two acute hospital sites.
- The commission recognizes there is a need for specialty care that is consolidated and provided by one organization in such areas as pediatrics, women's health, cardiac care, etc. But it does not recognize that seniors also have special health care needs - which can best be delivered by one organization providing a range of health care services.
- With only three levels of inpatient care identified in the report - acute care, complex continuing care and long-term care - many seniors who need hospitalization will not fit into these categories. Many patients who now receive chronic care at St. Peter's do not require more expensive acute or complex continuing care, but do need more care than is provided in a long-term care facility.
- By directing that St. Peter's be closed, the commission is destroying an academic centre dedicated to seniors' health issues. There is no mention in the report about the importance of ongoing research and teaching on aging and health, now underway at St. Peter's.
- St. Peter's has over 70 years of special expertise in the care of seniors, expertise which must be preserved for the benefit of this community.
- For Hamilton-Wentworth, the commission suggests that complex continuing care patients (primarily seniors) are best served in acute care facilities, yet in Ottawa-Carleton, London and Metro Toronto, the commission recommends that complex continuing care be provided at non-acute hospital sites.

- Acute care facilities focus on diagnosing and curing. Complex continuing care focuses on maintaining quality of life in an appropriate and comfortable environment.
- The commission states that complex continuing care patients require the types of services that only acute hospitals provide. Yet, very few patients at St. Peter's who fit the definition for complex continuing care actually need these acute services.
- The unique needs of seniors with Alzheimer's disease and other dementias are not addressed. The commission says the 80 patients in St. Peter's Behavioural Health Program can be cared for in long-term care facilities. However, these patients will require more resources than what is provided by the long-term care system.
- The commission says St. Peter's building would be the second most costly in the city to renovate. In fact, St. Peter's, built in 1975, is the second newest hospital in Hamilton and would be the second least costly to renovate.
- The cost of adding facilities at both St. Joseph's Hospital and the Hamilton Health Sciences Corporation to accommodate St. Peter's patients is higher than having seniors' health programs all in one place at the St. Peter's site.
- The Peter's site provides easy and safe access for patients, their family members and friends. It is centrally located, offers ample free parking and is fully wheelchair accessible.





## ST. PETER'S HOSPITAL

88 Maplewood Avenue, Hamilton, Ontario Canada L8M 1W9

Tel: (905) 549-6525 Fax: (905) 545-0822

#23-4

### NEWS RELEASE

January 16, 1998

### **St. Peter's Launches "Stand Up for Seniors!" Campaign**

HAMILTON - St. Peter's Hospital today officially launched a campaign to raise community awareness about the issues facing the future delivery of health care for seniors in Hamilton.

The campaign has been developed as a result of an interim directive by the Health Services Restructuring Commission to close St. Peter's and distribute its inpatient, outpatient and community services programs across two acute hospital sites.

For 70 years, St. Peter's has been taking a lead in health services for seniors in Hamilton-Wentworth. "No other health care facility in this community has a mandate to provide a range of services exclusively for seniors, and because of this we believe we have a unique role to play in advocating for the health care needs of seniors now and in the future," says Jane Milanetti, chair of the hospital's Board of Directors. "Our issues are much bigger than simply being concerned with our own self interest of keeping the St. Peter's site open," she says. "We are not worried about bricks and mortar. We believe we need to convince the restructuring commission and the Ministry of Health that elderly people in this community need and deserve an integrated system of health care led by one organization."

Ms. Milanetti says the hospital board wants to "Stand Up for Seniors and Support St. Peter's" and is hoping to rally community support.

"Since the restructuring commission issued its directives, we have been flooded with calls and letters from people in the community who support our cause," she says. "We'd like to consolidate and focus that support to influence the commission and the provincial government to properly deal with the health care needs of our seniors." The hospital is also looking to educate the community about what the restructuring commission's decisions will mean to seniors in Hamilton-Wentworth.

Committees comprised of hospital staff, patients, family members, volunteers, local business and individuals have been formed to work on a number of fronts - from conducting letter-writing campaigns to organizing speaking engagements, raising funds, holding special events and distributing posters, brochures, buttons and bumper stickers.

For more information contact Tricia Hellingman or Lillian Badzioch, Public Relations Department, St. Peter's Hospital, 549-6525, ext 2348.



A Non-Denominational Research & Teaching Facility Affiliated With

McMaster University

Mohawk College





## SUGGESTED NEWSLETTER ARTICLE

**Seniors' Health Care in Jeopardy**

St. Peter's Hospital is looking for community support in its efforts to ensure that seniors in Hamilton-Wentworth and beyond receive a high quality of health care in the years to come. The hospital's concerns stem from a directive from the Health Services Restructuring Commission that St. Peter's be closed, and its inpatient, outpatient and community services for seniors be dispersed among two acute hospital sites.

St. Peter's is the only hospital in the region that provides a range of services specifically for the health care needs of seniors. While the commission had an opportunity to integrate the seniors' services at St. Peter's with the geriatric health services being provided in other sites across the city, it decided instead to fragment them further. The commission is directing that St. Peter's programs be split among the St. Joseph's and Henderson hospital sites.

St. Peter's Board of Directors is voicing strong opposition to the commission's directive. The board feels very strongly that seniors' health care in Hamilton-Wentworth should be integrated and led by one organization, in the same way that there is, for example, one Children's Hospital in the region, one place to go for cardiac care, one program for kidney disease treatment, and one hospital that provides expertise in women's health. St. Peter's is also concerned that its special expertise and renowned geriatric teaching and research programs not be destroyed as a result of the commission's directives.

The hospital board has launched a campaign to "Stand Up for Senior, Support St. Peter's" and get its message out to the community, the restructuring commission and the provincial government.

"No other health care facility in this community has a mandate to provide a range of services exclusively for seniors, and because of this we believe we have a unique role to play in advocating for the health care needs of seniors now and in the future," says Jane Milanetti, chair of the hospital's Board of Directors. "Our issues are much bigger than simply being concerned with our own self interest of keeping the St. Peter's site open," she says. "We are not worried about bricks and mortar. We believe we need to convince the restructuring commission and the Ministry of Health that elderly people in this community need and deserve an integrated system of health care led by one organization."

"Since the restructuring commission issued its directives, we have been flooded with calls and letters from people in the community who support our cause," she says. "We'd like to consolidate and focus that support to address the health care needs of our seniors."

Members of the community are being asked to wear "Stand-Up for Seniors" buttons, put up posters and write letters in support of a system of seniors' health care. Specifically, you can help

by calling the "Stand Up for Seniors Hotline" at 549-6525 ext. 2600 to volunteer your assistance, and by writing letters to the people listed below. Your support is needed to help preserve seniors' health care in our community.

The Honourable Michael Harris  
Premier of Ontario  
Room 281, Legislative Building  
Queen's Park  
Toronto, Ontario M7A 1A1  
Fax #: 416-325-7578

The Honourable Elizabeth Witmer  
Minister of Health  
Hepburn Block, 10th Fl.  
80 Grosvenor St.  
Toronto, Ontario M7A 2C4  
Fax: 416-327-3790

Dr. Duncan Sinclair, Chair  
Mark Rochon, CEO  
Dr. Maureen Law and Mr. Daniel Ross, Lead Commissioners, Hamilton-Wentworth  
Health Services Restructuring Commission  
12th Fl. 56 Wellesley St. West  
Toronto, Ontario M5S 2S3  
Fax: 416-327-5689





# Hamilton Association for Community Living

191 York Blvd.  
Hamilton, Ontario L8R 1Y6

Telephone 528-0281  
Fax 528-5156

January 21, 1998.

OFFICE OF THE

HAND DELIVERED.

JAN 22 1998

Mr. Al Greenleaf,  
Director & Secretary,  
Hamilton-Wentworth Public  
Board of Education,  
100 Main Street West,  
Hamilton, Ontario.  
L8N 3L1.

DIRECTOR OF EDUCATION

Dear Mr. Greenleaf:

The Hamilton Association for Community Living provides supports and services to over 800 individuals with developmental handicaps in the following services:

- Pre-school
- Family Support/Respite Care
- Vocational Training
- Residential Support
- Supported Leisure Opportunities

We are pleased to announce that Nestlé "Chocolate, Chocolate '98" will be taking place on April 3, 4 & 5, 1998 (the weekend before Easter), on two levels at Lime Ridge Mall, 999 Upper Wentworth, Hamilton. This fund raising event also allows our Association to raise awareness and promote the contribution the individuals we support make to their community.

Last year's festival attracted over 122,000 people and is a chocolate lover's fantasy come true. 1998 marks the fourth year for this mouth-watering festival, which has grown more successful each year.

Our newest feature this year is the "Great Chocolate Weigh In" and we are writing to invite your participation. The purpose of this feature is to educate children (in a new way) about our Association and sharing with others.

*Note to Trustees: Although commendable, there may be product advertising concerns may exist within this proposal.*

HHH



2.

Our goal is to collect 500 lbs. of chocolate during the festival and your participation can help us achieve this goal. The chocolate will be donated to local food banks.

On Friday, April 3rd, we would like children from grades 1 to 6 from the schools to join us. The invitation may be extended to all schools, however, should transportation be an issue, you may wish to ask the schools in the Lime Ridge area only.

We would like to schedule classes for Friday, April 3rd starting at 10:00 A.M. to 2:00 P.M. Classes will be encouraged to bring an item of wrapped chocolate to Lime Ridge Mall and deposit it in a bin on an industrial weigh scale. Each child will receive a free sample of Nestlé product, visit Chocoland and decorate a cookie in Chocoart.

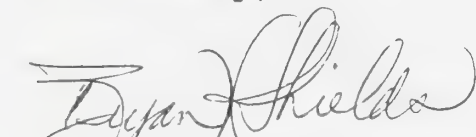
Teachers will need to plan to be in Lime Ridge Mall for approximately one hour. We would like each class to have their photo taken as a group donating the chocolate.

The media has been invited and we plan to have coverage for this feature.

Should you have any questions, or require further information, please do not hesitate to call my Administrative Assistant, Mimma Musitano, who will be co-ordinating the scheduling of classes.

We would appreciate a response by February 9th, so that we may proceed with the necessary arrangements. Thank you in advance for your consideration.

Yours truly,

  
Bryan H. Shields,  
Executive Director.

BHS:mm  
encls.

cc Dr. J. Tomlinson.

## What You Can Do

**Volunteer** - You can use your skills and interests in a number of ways, such as: providing one-to-one support and friendship; helping with special events; assisting with children's or adults' recreation; and participating on committees or as a member of the board of directors.

**Learn and share** - Even if you can't volunteer your time, you can still help. Become informed about people with developmental disabilities, and tell your friends and family what you have learned. Tell them that people with developmental disabilities are good friends, neighbours and employees. Encourage others to give them a chance to demonstrate their skills and abilities.

**Membership** - Become a member of our Association, we welcome your participation.

For more specific information, please contact us at:

Tel. (905) 528-0281  
Fax (905) 528-5156



Hamilton Association for  
Community Living  
191 York Blvd.,  
Hamilton, Ontario. L8R 1Y6

Hamilton Association for Community Living  
191 York Boulevard  
Hamilton, Ontario  
L8R 1Y6



## Hamilton Association For Community Living

*Working with a caring community to  
support individuals with developmental  
disabilities and their families.*

Telephone (905) 528-0281  
Fax (905) 528-5156



a united way member agency

#24-1



## Who We Are

The Hamilton Association for Community Living is one agency within a federation of 118 local associations across Ontario consisting of 21,000 members. Our Association works with and on behalf of children and adults who are identified as having a developmental disability.

## How We Started

Parents of children with developmental disabilities often found it difficult to get the supports they required to raise their children at home. They formed local associations (the first was organized in 1948) in an effort to share their personal knowledge and combine their resources.

In 1953, our Association was incorporated and joined forces with other local associations to create a provincial association. The mandate was to help other local groups to organize, to promote the education and training of children with developmental disabilities, to educate the public and to ensure that the people we serve have an effective voice with the provincial government.

Since then, the Community Living movement has expanded its focus to include children and adults with developmental disabilities.

## About Our Name

The words "Community Living" reflect the growing understanding that the right to live a fully integrated life within the community — to live, to go to school, to work, to enjoy leisure and recreation, and to be active in retirement — belongs to everyone.

## Our Goal

The goal of H.A.C.L. is: that all persons live in a state of dignity, share in all elements of living in the community, and have the opportunity to participate effectively.

## What We Do

We provide support and service to:

**Individuals and families** - Linking them with the resources they need to access home and community supports.

Providing direct services/supports including:

- Vocational/Day Programs
- Pre-School & Family Support
- Special Services at Home
- Respite Care
- Residential Services
- Leisure Activities
- Volunteer Resources

**Planning Processes** - Representing the interests of people with developmental disabilities on program committees at community colleges, universities, advocacy coalitions, parents' groups and government advisory boards.

**Government** - Working on behalf of people with developmental disabilities to influence the development of policies and implementation of programs at the ministerial and legislative level. For example, we are active in lobbying for individualized support for adults, special services at home for children, and integrated education.



Hamilton Association For  
Community Living

### MEMBERSHIP REGISTRATION

APRIL 01 - MARCH 31

PLEASE PRINT

NAME:

ADDRESS:

CITY:

POSTAL CODE:

PHONE:

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# BOARD REFERRALS

*COMMITTEE OF THE WHOLE*  
*1998 02 05*





1998 02 02

#25

TO: Al Greenleaf, Director of Education and Secretary  
FROM: P. Gillie, Superintendent  
RE: Correspondence from Barton Secondary School Council

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**Recommendation:**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
That the status of the renovation of Barton Secondary School remain part of the consideration of the Accommodation Committee that is recommended by the Property Committee under the L.E.I.C.

**Rationale:**

Correspondence to the School Council in October indicated that Barton has been identified as the next high school in the City to be renovated. This information was presented at the Property Committee of L.E.I.C. The uncertainty of funding in the last few years has slowed down the progress of undertaking renovations. As of this date specific information with respect to capital funding is no clearer than in October.

Major capital projects (renovations) have not been carried out under the Facilities Renewal Program. Renovations have been undertaken through debentures. The Board is not yet in a position to make future financial commitments. Funding details under the new model have not been released. While preparation is underway for the Stub Year budget final figures have not been determined.

During 1997, approximately \$ 85, 000 was spent at Barton for the maintenance of the grounds and physical plant. The work being carried out under the Energy Project will result in replacement of about three quarters of the lighting fixtures. Some building envelope work (sealing of door drafts) is also part of this project.

Within the general operating budget for Plant an amount is allocated for building code compliance and accessibility. The reference in the letter of January 16 about an elevator relates to this area of the budget. A lift is being recommended under this part of the budget to address an overdue need at Westmount.

Approved for distribution  
by the Director.

Signature

*Al Greenleaf*

Date:

1998.02.03







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